DOCUMENT RESUME

ED 457 571 EA 031 320

TITLE	The Standards Implementation Design (SID) System.
INSTITUTION	Hawaii State Dept. of Education, Honolulu. Div. of Learner, Teacher, and School Support.
PUB DATE	2000-08-00
NOTE	144p.; The National Study of School Evaluation and the Western Association of Schools and Colleges/Accrediting Commission of Schools granted the use of materials/ideas for this SID document. Publication number RS-01-0173.
AVAILABLE FROM	For full text: http://doe.k12.hi.us/standards/sid.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Accountability; *Educational Assessment; *Educational Improvement; Educational Objectives; Educational Planning; Educational Quality; Elementary Secondary Education; Learning Processes; Outcomes of Education; Program Development; Program Effectiveness; Program Evaluation; *Program Implementation; Program Improvement; *School Effectiveness
IDENTIFIERS	*Hawaii

ABSTRACT

The Standards Implementation Design (SID) system is a comprehensive framework for analyzing school performance, planning for improvement based on the analysis, implementing the improvements, and evaluating results. It is designed to engage school personnel in introspection about student achievement as related to curriculum, the teaching and learning process, and use of school resources. The system results in six key outcomes: inclusiveness, purposefulness, student-focused efforts, action-orientation, accountability, and strong leadership and support systems. The SID process consists of seven tasks: (1) develop the school profile; (2) define, redefine, and/or clarify vision, purpose, and beliefs; (3) develop and/or clarify schoolwide learner outcomes; (4) analyze instructional and organizational effectiveness; (5) prioritize growth areas and develop a standards implementation action plan; (6) implement the plan and establish a follow-up process to monitor implementation and accomplishment of the schoolwide standards; and (7) evaluate results and plan for continuous improvement. Four rubrics are provided to guide schools in assessing the efficacy of results or the process itself: assessing the SID parameters, assessing the SID process, assessing instructional and organizational effectiveness, and assessing the standards implementation action plan. The SID process is not meant to be strictly linear or sequential, but conducive to productive conversation among school personnel. Appended are sample standards implementation action plans, school-level sample and department or grade level sample. (RT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

EA

ED 457 571

The Standards Implementation Design (SID) System

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

P Izumo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Hawai'i State Department of Education

Division of Learner, Teacher, and School Support

RS 01-0173

August 2000

RAISING OUR EXPECTATIONS Living Up To Them PUBLIC SCHOOLS OF HAWAI'I

EA 03/320

BEST COPY AVAILABLE

The Honorable Benjamin J. Cayetano
Governor, State of Hawai'i

BOARD OF EDUCATION

Mitsugi Nakashima, Ed.D. Chairperson
Karen Knudsen, First Vice-Chairperson
Herbert S. Watanabe, Second Vice-Chairperson

Shannon K. Ajifu	Ronald Nakano
Lex Brodie	Noemi Lynn Pendleton
Denise Matsumoto	Keith A. Sakata
Matthew McLane	Winston Y. Sakurai
Michael S. Nakamura	Garrett Toguchi

Meyer M. Ueoka

Paul G. LeMahieu, Ph.D., Superintendent of Education
Patricia Hamamoto, Deputy Superintendent

Laurel Johnston, Assistant Superintendent
Planning, Budget, and Resource Development Office

Diana Kaapana Oshiro, Assistant Superintendent
Division of Learner, Teacher, and School Support

Deborah Oyama, Assistant Superintendent
Public Affairs Office

Paula Yoshioka, Assistant Superintendent
Division of Administrative Services

Lea Albert, District Superintendent
Windward District Office

Paul Brown, District Superintendent
Maui District Office

Raelene Y. Chock, District Superintendent
Honolulu District Office

Gary Griffiths, District Superintendent
Central District Office

Daniel S. Hamada, District Superintendent
Kauai District Office

Danford Sakai, District Superintendent
Hawaii District Office

Hazel Sumile, District Superintendent
Leeward District Office

Foreword

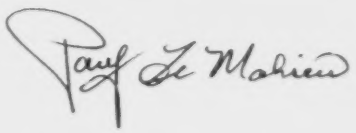
We envision a public school system that holds high expectations of what students should know, be able to do and care about...focuses attention, effort and resources on promoting student learning...holds each school accountable for meeting high standards of performance...

—Hawai'i State Board of Education,
"Vision of Public Education in Hawai'i"
September 16, 1995

In the forefront of creating an effective school system is setting high expectations for student achievement. We have set expectations at high levels in the form of our Hawai'i Content and Performance Standards. In the end, all effective school systems monitor their performance and adjust practice through an assessment and accountability system to help us measure the extent to which our students have attained these standards and the extent to which we are helping students do so. We are in the process of designing such a system. The most important and perhaps the most challenging and complex part of an effective school system, is the establishment of an implementation system—a complex set of actions and interrelationships that orchestrate high expectations, organization, instruction, and assessment and evaluation to provide the best possible opportunities for students to attain the high standards we have set for them.

The Standards Implementation Design (SID) system is a tool for schools and school communities to use in designing and redesigning relevant and quality educational experiences and support services for our students to meet the Hawai'i Content and Performance Standards. It is focused on the school as a system and never loses sight of how student learning is impacted by school, department or grade level, and classroom decisions. The SID system is a tool that should help schools examine how effectively they are using available instructional, fiscal, and organizational resources to help students attain the standards, plan for the improvement and maintenance of effective services and practices, and document and evaluate the results. The SID was designed to support schools' efforts at concerted planning along these lines—all within the standards framework. The SID was also developed to replace the many disparate planning activities with one process that can be pursued with genuine seriousness of purpose and accomplishment. It is meant to be flexible. It can and should be adjusted, modified, and adapted to serve the needs of the school and its community.

We encourage sincere and ongoing engagement in the SID process. It will serve to permit locally appropriate action plans as well as the effective organization of material resources and human effort to ensure the accomplishment of those plans. This will ensure that every child in the Hawai'i public schools will receive every opportunity to achieve the Hawai'i Content and Performance Standards.



Paul G. LeMahieu, Ph.D.
Superintendent of Education

Acknowledgements

The Standards Implementation Design (SID) system document would not be possible without the cooperation of the National Study of School Evaluation (NSSE) and the Western Association of Schools and Colleges/Accrediting Commission of Schools (WASC/ACS). Both organizations granted the use of materials/ideas from their documents to be incorporated into this SID document.

Table of Contents

Foreword i
Acknowledgements ii
Table of Contents iii

I. Introduction and Overview 1

II. The Standards Implementation Design (SID) Process 7
Task 1. Develop school profile 9
Task 2. Define, re-define, and/or clarify Vision and Purpose (Mission) and Beliefs 10
Task 3. Develop and/or clarify schoolwide learner outcomes 11
Task 4. Analyze instructional and organizational effectiveness 12
Task 5. Prioritize growth (improvement) areas and develop a Standards Implementation Action Plan 13
Task 6. Implement the Standards Implementation Action Plan. Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide Standards Implementation Action Plan 14
Task 7. Evaluate results and plan for continuous improvement 15

III. The SID Criteria for Analyzing Instructional and Organizational Effectiveness 17
A. Standards-Based Learning 18
B. Quality Student Support 21
C. Professionalism and Capacity of the System 24
D. Coordinated Team Work 26
E. Responsiveness of the System 28
F. Focused and Sustained Action 30

IV. The Standards Implementation Action Plan 32
1. The Self-Study Summary and Action Plan 34
2. The Annual Evaluation and Review (Progress Report) 38

V. Rubrics 39
Rubric I: Assessing the SID Parameters 40
Rubric II: Assessing the SID Process 42
Rubrics III.A-III.F: Assessing Instructional & Organizational Effectiveness 46
Rubric III.A Standards-Based Learning 47
Rubric III.B Quality Student Support 56
Rubric III.C Professionalism and Capacity of the System 63
Rubric III.D Coordinated Team Work 67
Rubric III.E Responsiveness of the System 73
Rubric III.F Focused and Sustained Action 77
Rubric IV: Assessing the SID Action Plan 81

VI. Appendix 85
Sample Standards Implementation Action Plans 86

I. Introduction and Overview

Place standards at the center of your school improvement efforts; use standards as the core of your instruction and be assured that our plans and our efforts will be synchronous and ALL the children entrusted to us will learn.

—Superintendent Paul LeMahieu

INTRODUCTION

The primary job of schools is to make sure that all students achieve high standards. The Standards Implementation Design (SID) system is a tool or framework to facilitate planning and decision-making to help schools ensure that what they are doing will result in student learning and achievement.

The Standards Implementation Design (SID) system is a comprehensive framework designed to engage school personnel in deep introspection about the achievement of students related to curriculum, the teaching and learning process, focused professional development, and the use of school and system resources to achieve desired ends. The SID system provides process steps and key parameters to design schoolwide and department/grade level **standards implementation action plans** that focus on implementing the Hawai'i Content and Performance Standards (HCPS). The Standards Implementation Action Plan replaces as well as enhances the "School Improvement Plan (SIP)."

The Standards Implementation Design system is a generic assessment-planning-implementation tool designed to address and accommodate the requirements of the many programs and improvement initiatives which a school delivers. The SID system has been incorporated into the Focus on Learning (FOL), Western Association of Schools and Colleges (WASC) accreditation process or "protocol" to create a WASC FOL/SID joint protocol. The SID can be used by schools that do not participate in FOL and by schools in periods between accreditation visits. The National Study of School Evaluation (NSSE) materials can be used to support the SID process.

The Standards Implementation Design system is one important dimension of accountability that reinvents schools–not by chance, but by design. It applies to all schools. The SID system is a continuous process of increasing a school's ability to achieve high quality results; it is an attitude as much as a way of doing things. The outcome of this school renewal process is continuous improvement in all aspects of schooling, regardless of a school's current level of success. The quality work of the school and the quality work of the student will become visible in a quality Standards Implementation Action Plan. The SID process is data-driven and research-based. A fundamental premise of SID is that decisions should be based on an analysis of objective data. Actions taken are validated and guided by research increase the likelihood that the practice or action will benefit students in ways that are quantifiable.

The Standards Implementation Design system consolidates major statewide initiatives, to the greatest extent possible. A well-produced action plan will satisfy the requirements of most school programs and initiatives, e.g., accreditation, Title I, School to Work, High Schools that Work, Comprehensive School Reform Demonstration Program, Drug-Free Schools, Focus on Learning, and the Comprehensive Student Support System.

Creating a statewide system focused on student achievement of standards requires

multi-level action. At all levels–national, state, district and school–requirements and accountability focus on providing the comprehensive support necessary for students to achieve.

STANDARDS. One of the keystones in standards-based education is the standards themselves. Standards for the Hawai'i Department of Education were first introduced in 1994 and revised for clarity in the fall of 1999. The new Hawai'i Content and Performance Standards (HCPS) content standards and benchmarks are aligned to national standards and are provided in 10 areas: Language Arts, Mathematics, Science, Social Studies, Fine Arts, Physical Education, Health, World Languages, Career and Life Skills, and Educational Technology. Four General Learner Outcomes (GLOs) are also part of the standards:

1. The ability to be responsible for one's own learning.
2. The understanding that is essential for human beings to work together.
3. The ability to be involved in complex thinking and problem solving.
4. The ability to recognize and produce quality performance and quality products.

The development of performance standards in the form of performance indicators is currently in progress, i.e., state and district specialists, classroom teachers, and principals are working together to develop these indicators, which will be the basis for determining "how good is good enough."

Schools consider the following principles as they design and implement teaching and learning processes to help students meet the HCPS:

- Effective changes in instructional methods and materials are focused and school wide, not random and fragmented.
- Teachers provide many learning opportunities for all students using differentiated teaching strategies.
- Teachers focus their efforts on developing students' knowledge, refining skills, fostering positive attitudes, and extending learning while abandoning activities that had no well-defined instructional objectives.
- The school's staff operates as a team and actively pursues improvement.
- Professional development is focused on improving teaching and learning.
- The school uses all available resources for students to achieve the standards.
- The school actively engages parents in discussion and decision making about the educational program and their children.

EFFECTIVE SCHOOLS POLICY. The Board of Education Policy 2005 (adopted June 1998) calls for Hawai'i's public schools "to be constantly engaged in self-renewal to improve student learning and become effective schools. School renewal is an ongoing, systematic change process which relies on assessment data about student achievement, curriculum, instructional practices, etc. to make program decisions. The increased authority that has been delegated to schools to make decisions which enhance student learning require great school accountability for quality outcomes." The policy also stipulates that the Department "shall develop and make annually available to the public school-by-school reports containing indicators and results of effective schools. Each report shall include at least the following four (4) criteria: high levels of student academic achievement; acceptable student behavior; student satisfaction with the school; and parent satisfaction."

ASSESSMENT AND ACCOUNTABILITY SYSTEM. Since 1995, the Department of Education and the Board of Education have been laying the foundation for and developing the Comprehensive Assessment and Accountability System (CAAS). Board of Education Policy 2040 (adopted December 1995) authorized the Department to establish the CAAS and included the requirement for program and personnel evaluations.

Through Act 74 of the Session Laws of Hawai'i 1999, the Hawai'i State Legislature has mandated that the Department develop and implement a statewide "student assessment program that is explicitly aligned with the Hawai'i Content and Performance and embodies high and rigorous expectations for the attainment of all students." Act 74, like the Board's Effective Schools Policy, also calls for the development of a comprehensive school profile or report card for each school which includes, but is not limited to, student performance measures, school attendance, drop-out rates, and parental involvement. These school profiles are to be made available to the Board of Education, the Governor, the Legislature, parents, and the general public.

COMPREHENSIVE NEEDS ASSESSMENT: "Images of Success." The Comprehensive Needs Assessment was conducted under the direction of the Superintendent in the fall semester of the 1998-99 school year. The needs assessment identified areas for the public education system to improve; these needs were distilled into six areas. The "Images of Success," which represent positive interpretations of the system's core needs were introduced in the Department's Comprehensive Needs Assessment document (DOE, April 1999), and illustrate the broad parameters of a successful public school system and represent aspirations for the schools and the system as expressed by the general public as well as educators. The six "Images of Success" are:

- Standards-Based Learning
- Quality Student Support
- Professionalism and Capacity of the System
- Focused and Sustained Action
- Coordinated Team work
- Responsiveness of the System

A more complete description of these images can be found in the *Comprehensive Needs Assessment* document.

Overview of the Standards Implementation Design (SID) System

The Standards Implementation Design (SID) system is a framework for analyzing school performance, planning for improvement based on the analysis or performance, implementing the improvements, and assessing and evaluating results. Plans are documented in a "Standards Implementation Action Plan."

PARAMETERS. The SID System should result in six key parameters, or outcomes, which are listed below.

1. **Inclusiveness.** The involvement and collaboration of school community members in the process.
2. **Purposefulness.** The clarification of the school's purpose (mission) and the schoolwide learner outcomes.
3. **Student-focused efforts.** The gathering and analysis of data about students and student achievement. The SID process focuses on the quality of the work of students and the school. The impact of the school's plan, decisions, and actions on students' achievement of standards are assessed.
4. **Action-orientation.** The assessment of the entire school's program and its impact on student learning in relation to the schoolwide learner outcomes and the Hawai'i Content and Performance Standards that result in the development of a schoolwide standards implementation action plan with specifics steps that relate to how students will achieve the standards.
5. **Accountability.** The implementation of an assessment and accountability system for evaluating school progress towards the schoolwide standards implementation action plan that includes evidences of success: achievement, improvement in behavior, and attendance of students.
6. **Strong leadership and support systems.** The support of school leaders in facilitating the SID process by advocating, nurturing, and sustaining a vision and a culture of learning.

Rubric I in the Rubrics Section (Section V) of this document can be used to assess these parameters.

PROCESS. The SID process consists of seven (7) major tasks. Together, these tasks provide a larger context for analyzing a school's current status. The SID process is not meant to be performed in a strictly sequential manner. The steps in the Focus on Learning (FOL) process follow the same seven major tasks, but Tasks 4 and 5 are further broken down into sub-tasks. FOL is a formal process which is also slightly more prescriptive in terms of requiring the participation of all stakeholders in all aspects of the school's self-study. In addition to the action plans, the FOL also requires written documentation of the school self-study process as well as a description of the school and a detailed analysis of how its programs contribute to student learning.

TASKS. The seven basic SID tasks which comprise the process are listed below. Rubric II can be used to assess the process.

Task 1: Develop the school profile
Task 2: Define, re-define, and/or clarify Vision and Purpose (Mission) and Beliefs
Task 3: Develop and/or clarify schoolwide learner outcomes
Task 4: Analyze instructional and organizational effectiveness
Task 5: Prioritize growth (improvement) areas and develop a Standards Implementation Action Plan
Task 6: Implement the Standards Implementation Action Plan. Establish an ongoing follow-up process to monitor implementation

and accomplishment of the schoolwide Standards Implementation Action Plan.

Task 7: Evaluate results and plan for continuous improvement

CRITERIA FOR INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS. Perhaps the heart of the SID process is the school taking a critical look at itself by analyzing the effectiveness of its instructional program and the effectiveness of its organizational structure in supporting and ensuring student attainment of the standards. To do this, the school determines the extent to which it meets the SID Criteria for Instructional and Organizational Effectiveness. The criteria were adapted from the "Images of Success" found in the *Comprehensive Needs Assessment* (Hawai'i State Department of Education, 1998) and the criteria for *Focus on Learning, 1997 Edition* (Western Association of Schools and Colleges).

The Criteria for Instructional and Organizational Effectiveness and an accompanying list of reflective questions and evidence are provided in Section III of this document. Schools can use the "Reflective Questions" to begin to determine how effective their instructional program is and how the organization of the school contributes to student learning. The "Possible Areas to Analyze" provides a list of evidence that can be examined in answering the reflective questions for each criteria.

THE STANDARDS IMPLEMENTATION ACTION PLAN. The Standards Implementation Action Plan is a written, public record of the school's plans for improvement and documents goals that need to be addressed, why they were selected as priorities, and the means by which these goals will be addressed and their attainment evaluated. It is important to stress that the Action Plan is not an end in itself and should be developed collaboratively. The Action Plan should also reflect action that will be taken over at least a three-year time period. At a minimum, there should be a schoolwide and department or grade-level plans. Plans by individual teachers or teacher-teams may also be developed. A suggested format is provided in Section IV of this document. The Appendix includes two types of sample Three-Year Action Plans: 1) a school level action plan and 2) a departmental or grade-level action plan.

RUBRICS. In Section V, four rubrics are provided to guide schools in assessing and evaluating the efficacy of results or the process itself. The following rubrics assess the extent to which the school addresses the criteria for instructional and organizational effectiveness, the extent to which the school exhibits the SID parameters, the extent to which the school uses the SID process effectively, and the quality of the multi-year action plan(s) produced.

Rubric I	Assessing the SID Parameters
Rubric II	Assessing the SID Process
Rubrics IIIA-IIIF	Assessing Instructional and Organizational Effectiveness
Rubric IV	Assessing the Standards Implementation Action Plan

II. The SID Process

As with any improvement effort, planning for action must take place within a context of good data analysis, research-based practices, and thoughtful consideration of the school's resources. This Section outlines a process that will help schools create their Standards Implementation Action Plan. The process is adapted from the nine-task Western Association of Schools and Colleges (WASC) ***Focus on Learning*** (FOL) process and the six-step National Study of School Evaluation (NSSE) process.

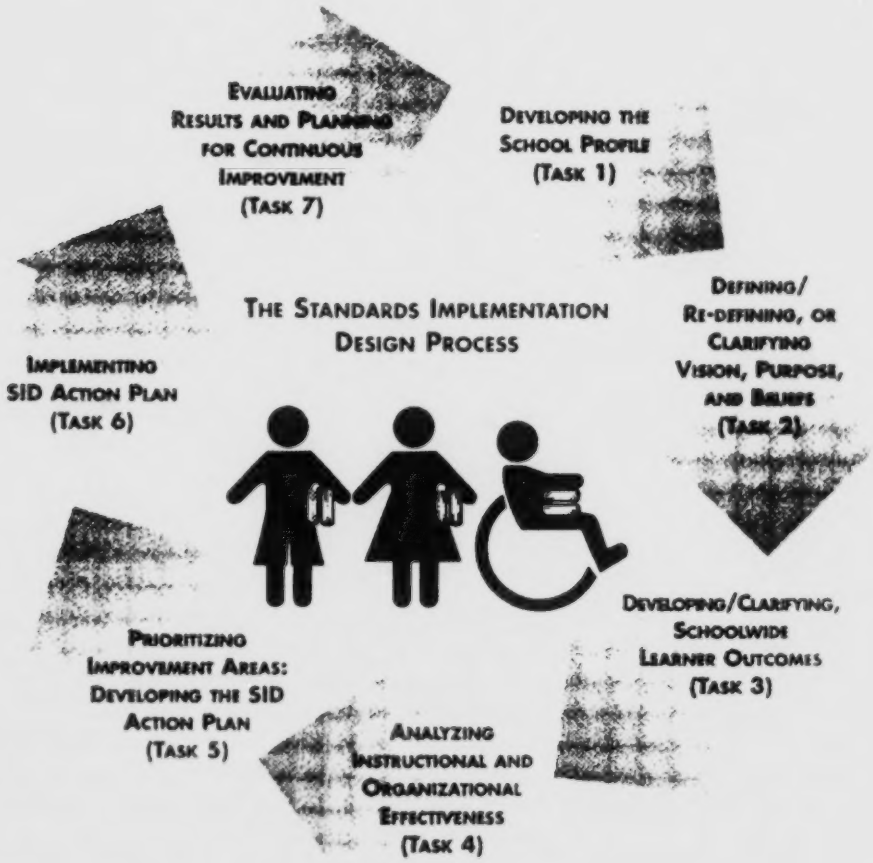
The process is not meant to be strictly linear or sequential. Schools should review the elements of the process and determine the school's strengths and weaknesses using the questions for reflection and discussion. Schools should be prepared to have rich and full conversations throughout the process. These conversations will ultimately result in the multi-year action plan.

The following tasks will guide schools in that introspective inquiry about teaching and learning in a standards-based system. The Standards Implementation Action Plan is structured to correspond to the tasks which make up the process. A rubric to assess the tasks in the process is provided in Section V (Rubrics) of this document.

The SID process involves the following seven tasks:

Task 1: Develop the school profile
Task 2: Define, re-define, and/or clarify Vision and Purpose (Mission) and Beliefs
Task 3: Develop and/or clarify schoolwide learner outcomes
Task 4: Analyze instructional and organizational effectiveness
Task 5: Prioritize growth (improvement) areas and develop a Standards Implementation Action Plan
Task 6: Implement the Standards Implementation Action Plan. Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide Standards Implementation Action Plan
Task 7: Evaluate results and plan for continuous improvement

Each Task is discussed in detail on the pages which follow. Questions for reflection and discussion to guide the completion of each task are also provided.


Evaluating Results and Planning for Continuous Improvement (Task 7)
Developing the School Profile (Task 1)
The Standards Implementation Design Process
Implementing SID Action Plan (Task 6)
Defining/ Re-defining, or Clarifying Vision, Purpose, and Beliefs (Task 2)
Developing/Clarifying, Schoolwide Learner Outcomes (Task 3)
Prioritizing Improvement Areas: Developing the SID Action Plan (Task 5)
Analyzing Instructional and Organizational Effectiveness (Task 4)

BEST COPY AVAILABLE

Task 1.

Develop the School Profile

A good school profile provides clear information from which the school can begin analysis about teaching and learning. Information about the school is gathered for the purposes of problem-finding and problem-solving. The School Status and Improvement Report (SSIR) is used as a first step and includes student demographic data, student attendance data, student discipline data, student performance assessment data, and community demographics. Process data, such as stakeholders' perspectives, student interviews, etc. should be included. Additional measures specific to the high school level should also be included, such as graduation rates, dropout rates, post-secondary plans of students, percentage of students who enroll in college, etc.

Schools should determine what this data/information is saying about the school and whether this provides an accurate snapshot of the school.

Questions for Reflection and Discussion

- What evidence or data should be collected to help develop a clearer picture of our students and the school community?
- Who should be collecting the data?
- What does the data tell us about students' achievement of the schoolwide learner outcomes and the Hawai'i Content and Performance Standards (HCPS)?
- What do the assessments indicate about the current levels of student performance?
- What is the longitudinal performance record of our school/students?
- What do the assessments indicate about the levels of school support and public engagement for implementation of Hawai'i Content and Performance Standards?
- How should the data be organized? Disaggregated*? Analyzed? Synthesized?
- How should the data be shared? Have the certificated staff members and other stakeholders discussed the profile?
- Do we have a process in place to regularly update the profile used by the stakeholders as the school focuses on student achievement?
- Does the profile provide a rich description of current levels of student achievement of the Hawai'i Content and Performance Standards (HCPS)?
- Does the profile take into account significant demographics of the student population and school community?
- Does the profile reflect the perceptions of the quality of the school held by teachers, students, parents, and the community?

* Disaggregated data is the separation of data by demographics or other factors. For example, academic performance results can be separated for boys and girls, or for English vs. English as a second language speakers. Data should be disaggregated whenever possible. Disaggregated data gives the school a powerful tool for looking deeply into its own programs, as strategies that seem to be working for one group of students may not be as effective for another group.

Task 2.

Define, Re-Define, and/or Clarify Vision and Purpose (Mission) and Beliefs

Visioning at a school provides everyone with an opportunity to project a future for their students. The vision is dependent upon shared core beliefs and is inclusive of parents and community members. The purpose or mission statement shares the school's promise to attain the vision. Both vision and purpose/mission reflect the commitment of all stakeholders and should be aligned to student achievement of the HCPS.

Questions for Reflection and Discussion

- What does the school believe about its purpose?
- What is the primary purpose of the school?
- What does the school want its students to be able to know, do, and care about when they leave the school?
  - Is there agreement on schoolwide learner outcomes by all stakeholders?
  - What role does each stakeholder have in supporting the schoolwide learner outcomes?
- Is there a common understanding about the schoolwide learner outcomes, what they mean, and how they can be assessed?
- How are the beliefs reflected in the actions which impact student achievement of the Hawai'i Content and Performance Standards?
- What does the school believe about student learning, about teaching, and about what makes for a quality, safe, secure, and healthy school?
- What does the school envision happening five years from now on behalf of learning?
  - What would students be learning?
  - How would they be engaged in learning?
  - What would the staff be doing?
  - How will the school be organized?
  - What would the community be like?

Task 3.

Develop and/or Clarify Schoolwide Learner Outcomes

Every parent wants his or her child to achieve. Every teacher wants his or her class to achieve. How we get to this outcome is dependent on how well we define our schoolwide learner outcomes. The use of student performance data and any other information relevant to teaching and learning must provide the context from which we derive the goals and objectives for our schoolwide standards implementation action plan.

Questions for Reflection and Discussion

- To what extent have measurable indicators of the schoolwide learner outcomes been developed?
- Are the desired results for student learning consistent with goals for student learning in the Hawai'i Content and Performance Standards (HCPS)?
- How do the desired results for student learning clearly lead to what a well-educated student should know, be able to do, and care about?
- How are priorities for improving student learning based on a comprehensive analysis of student performance?
- Has input been obtained from all members of the school community?
- Have all certificated staff, all students, and other stakeholder groups made a commitment to accomplishing the schoolwide learner outcomes?
- What system is in place to discuss quality accomplishment of the learner outcomes?

Task 4.

Analyze Instructional and Organizational Effectiveness

The success of the SID process will be impacted by the degree to which a school can comprehensively analyze its strengths and weaknesses. This analysis leads to actions that will improve a school. School discussions should focus on the following six SID criteria categories:

A. Standards-Based Learning
B. Quality Student Support
C. Professionalism and Capacity of the System
D. Coordinated Team Work
E. Responsiveness of System
F. Focused and Sustained Action

Specific reflective questions for each criterion under each of the six categories can be found in Section II: The SID Criteria.

Questions for Reflection and Discussion

- How does each criteria in the six categories affect student learning? What needs to be done to strengthen each of the areas to ensure the greatest support for student learning?
- To what extent is the analysis of what exists and the quality of what exists at the school based on data (data-driven)?
- What evidence does the school have that students are learning and can demonstrate their achievement of the schoolwide learner outcomes and the Hawai'i Content and Performance Standards?
- How is the school profile being used to analyze the school against each of the SID criteria?
- What process is being used to ensure the involvement of all stakeholders? How does the school's leadership team ensure that all ideas and opinions are considered?
- How does the school determine what data the various groups (e.g., focus groups, home groups, departments, grade levels, teams) should gather and analyze?
- How are the rubrics (found in the Rubrics Section) being used to help assess where the school is?
- What are the school's areas of strength and to what extent should they be maintained or further developed?
  - Are the areas of strengths identified through the use of data (data-driven)?
  - What evidence is there that these areas are making a difference on student learning?
  - What is the quality of student learning?
- What are the school's growth ideas as they relate to student achievement and learning? How are growth areas prioritized to ensure they address the schoolwide learner outcomes and the standards? Are the growth areas identified data driven?

Task 5.

Prioritize Growth (Improvement) Areas and Develop a Standards Implementation Action Plan

Realizing that it is difficult to do everything at the same level of intensity and at the same time, a school must be able to determine its priorities and yet keep sight of all the actions necessary to enable the achievement of all students to high standards. Given a three-year time frame, schools can make decisions that will best use the resources available to them, plan for far-reaching, long-range actions, and continuously evaluate their progress on the schoolwide standards implementation action plan.

a. PRIORITIZE IMPROVEMENT AREAS

Questions for Reflection and Discussion

- What are the priority goals for strengthening the capacity of the instructional and organizational conditions to support students' achievement of the Hawai'i Content and Performance Standards?
- What are the priority goals and the rationale for the priorities selected in each component of the action plan?
- What does the information gathered say about what students are learning and how well they are learning it? What makes "good" good enough?
- From the analysis of instructional and organizational effectiveness, what are some common threads or strands that can be delineated as areas of strength and areas that need further growth or improvement? What specific target areas will make the greatest impact on student learning?

b. DEVELOP THE STANDARDS IMPLEMENTATION ACTION PLAN

Questions for Reflection and Discussion

- Is the action plan consistent with the school's vision and purpose (mission) for the desired results for student learning?
- How are the school priority goals responsive to student learning needs in attainment of the Hawai'i Content and Performance Standards?
- Do the action steps reflect the alignment of instructional practices and support services for students with the priority goals for student learning?
- Do the action steps reflect research-based findings which support student learning?
- Do the action steps have a reasonable timeline for implementing the actions identified?
- Have sufficient resources been allocated to support the implementation of the action plan?
- Does the action plan have the means for documenting student improvement (assessment of student works and students at work)?
- Who was involved in the development of the schoolwide standards implementation action plan?
- Is there a commitment by all stakeholders?
- Will the action plan improve the learning of all students as identified in the student/community profile?
- Are the schoolwide learner outcomes being addressed through the action plan?
- Have we integrated other initiatives to create one "umbrella" schoolwide plan?
- Is the action plan feasible and realistic?
- Do ways of assessing progress include the analysis of student learning?
- Is each role group's voice represented in the decision-making for school improvement?

Task 6.

Implement the Standards Implementation Action Plan

After the school has developed its profile, defined its vision, determined its schoolwide learner outcomes, analyzed its instructional and organizational effectiveness, and prioritized its improvement areas, it is ready to take action. The time invested in the deep planning process comes to fruition in its implementation. The reflective questions below are a final checkpoint to assure successful implementation of the schoolwide standards implementation action plan.

a. IMPLEMENT THE SCHOOLWIDE STANDARDS IMPLEMENTATION ACTION PLAN

Questions for Reflection and Discussion

- What process/system needs to be in place to ensure that the action plan is implemented?
- Are the timeliness reasonable, flexible, and adaptable as needed to achieve the target or goal?
- Are the resources identified appropriate, sufficient, and available in a timely manner to support the action step(s)?
- Are the assignments of responsibilities for accountability clear? Are the roles and responsibilities clearly spelled out and understood by all stakeholders?

b. DOCUMENT AND MONITOR PROGRESS OF THE SCHOOLWIDE STANDARDS IMPLEMENTATION ACTION PLAN

Questions for Reflection and Discussion

- Who can serve as a critical ally to help objectively evaluate the progress made?
- Are there additional action steps that need to be incorporated to achieve the school's target areas or goals?
- What process is in place for formative assessment to help refine and adjust action steps as needed to better achieve the targets or goals?

Task 7.

Evaluate Results and Plan for Continuous Improvement

The success of any major effort is wholly dependent on the degree to which a school holds itself accountable. The action plan is intended as a continuous improvement vehicle for schools. Annually, schools must provide evidence of their progress and the extent to which the plan was implemented.

Questions for Reflection and Discussion

- What are the student assessment data or evidences that document the extent of implementation and degree of effectiveness?
- Which action steps contained in the plan appear to have been successful? If successful, can or should they be institutionalized at the school? How can the success of these action steps be built upon?
- Which action steps contained in the plan did not prove to be successful? How can the action steps be modified to reach the school's target areas/goals?
- Are there any new or emerging targets for improving student performance? How should the school incorporate these as it updates and refines its plans?
- What steps have been taken to support the ongoing process of school improvement?

III. The SID Criteria for Analyzing Instructional and Organizational Effectiveness

The Standards Implementation Design (SID) criteria is a framework for analyzing instructional and organizational effectiveness. These criteria were adapted from the "Images of Success" found in the *Comprehensive Needs Assessment* (Hawai'i State Department of Education,1998) and the criteria for *Focus on Learning, 1997 Edition* (Western Association of Schools and Colleges).

The success of the Standards Implementation Design system is determined by the extent to which a school takes a critical look at itself. Fifteen criteria in six areas which comprise the SID criteria are detailed in this Section.

Also presented are "Reflective Questions" which serve as guides as schools take a critical look at themselves. The questions are springboards to deep discussion of each criterion as a school examines the various areas of the self study. As schools answer these questions, they should not lose sight of the larger question of how effectively instruction and school organization supports student learning. Some questions are more complex than others; schools may need to spend more time on these questions in comparison to other questions.

The list of "Possible Areas to Analyze" provides suggested, relevant evidence that may be examined in answering the reflective questions. In the Rubrics section (V) of this document can be found detailed rubrics to evaluate each criteria.

The SID criteria include the following categories and criteria:

A. **Standards-Based Learning**
- Criterion A1 Standards-Based Curriculum (What is taught)
- Criterion A2 Standards-Based Instruction (How it is taught)
- Criterion A3 Standards-Based Assessments (How students are assessed)

B. **Quality Student Support**
- Criterion B1 Environment That Promotes High Expectations for Student Learning and Behavior
- Criterion B2 Array of Student Support Services
- Criterion B3 School-Based Services Review

C. **Professionalism and Capacity of the System**
- Criterion C1 Staff
- Criterion C2 Professional Development

D. **Coordinated Team Work**
- Criterion D1 Leadership
- Criterion D2 Governance: Formal and Informal
- Criterion D3 Resource Management and Development

E. **Responsiveness of the System**
- Criterion E1 Parent and Community Engagement
- Criterion E2 Public Responsibility and Accountability

F. **Focused and Sustained Action**
- Criterion F1 Vision, School Purpose (Mission), and Beliefs
- Criterion F2 Continuous Improvement Process

A. Standards-Based Learning

Criterion A1. Standards-Based Curriculum (What is Taught)

To what extent does the school provide a challenging, coherent, relevant and meaningful curriculum for each student that fulfills the school's purpose (mission) and results in student achievement of the Hawai'i Content and Performance Standards (HCPS) and the schoolwide learner outcomes through successful completion of any course of study offered?

Reflective Questions

- To what degree is the curriculum designed to address the Hawai'i Content and Performance Standards (HCPS) and schoolwide learner outcomes? What process is the school using to ensure that the HCPS and schoolwide learner outcomes have been used as the basis for development of the curriculum?
- What process is used at the school to ensure that the standards are implemented consistently within grade level or departments and across content areas and grade levels and to ensure that the same high expectations are for all students? What process is used by staff for developing, evaluating, and revising curriculum?
- What process is used by the professional staff to ensure that all students are provided learning opportunities to demonstrate their achievement of the standards through a differentiated curriculum that provides developmentally appropriate learning experiences?
- What actions are being taken to ensure that the school is addressing the Hawai'i Content and Performance Standards that will help students achieve the schoolwide learner outcomes?
- What process is in place to facilitate sharing of school and classroom curricula and expectations with students and parents?
- In designing curriculum, how does the school use the school profile information?
- What system is in place at the school to provide for career awareness (elementary), career exploration, and career preparation (secondary)?
- What procedure is in place to ensure that all students have access to the general education curriculum?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- Extent to which staff uses ideas from current research and thinking related to content area (e.g., state and national standards).
- Curriculum handbooks used by department/grade level
- Articulation meeting notes, minutes
- Procedures or policies for determining course offerings, instructional time, course requirements, etc. (e.g., Authorized Courses and Code Numbers—ACCN)
- Student handbook or registration guide
- Student/teacher/parent surveys or interviews
- School profile data
- Policies and guidelines for graduation, promotion, grading, etc.
- Differentiated curriculum unit/lesson plans
- Use of multi-media and multiple teaching modes
- Integrated use of technology
- Master schedule: course offerings, class schedules, enrollment in classes and courses, AP and Honors courses, remedial courses, etc.

- Assessment measures used as part of instruction
- Graduation or graduate follow-up surveys, interviews
- Student transcripts

Criterion A2. Standards-Based Instruction (How it is Taught)

To what extent...

- **does the professional staff use research-based knowledge about teaching and learning?**
- **does the professional staff design and implement a variety of learning experiences that meet the diverse needs and learning styles of students?**
- **does the professional staff design and implement learning experiences that engage students in inquiry and problem solving, address the Hawai'i Content and Performance Standards, and are consistent with the schoolwide learner outcomes?**

Reflective Questions

- What process is used to develop instructional strategies and appropriate adaptations which facilitate student attainment of the Hawai'i Content and Performance Standards (HCPS) and the schoolwide learner outcomes?
- How do the professional staff provide a variety of learning opportunities that actively engage students in their own learning and allows them to demonstrate their learning in a variety of ways?
- What process do the school and professional staff use to ensure that instructional practices maximize engagement in learning and time-on-task and foster curiosity, inquiry, and problem solving?
- How are students provided with opportunities for learning that extend beyond use of traditional textbooks through the use of technology, applied learning, work experience, service learning, community resources, etc.?
- How does the school use the school profile as a basis for designing instructional opportunities and strategies?
- To what extent do the instructional strategies used in the classroom consistently require active involvement of the learner and help the learner connect to existing knowledge, construct meaning, apply learning to new problems, and assess and monitor their own learning?
- How are the various content areas being integrated to make learning more authentic and relevant for students?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- Classroom observations: teachers and students engaged in a variety of learning activities
- Course syllabi or unit and lesson plans
- Student/teacher/parent surveys
- Class and homework assignments
- Student work: portfolios, projects, performances, exhibitions, publications
- School profile data
- Differentiated instruction and curriculum
- Multiple instructional strategies
- Extent of student engagement: use of manipulatives, lab experiences, open-ended problems, long-term projects, open-ended discussions, etc.
- Extended learning opportunities: service learning, work experience, mentorships, etc.
- Extent to which computer lab and library are used and for what purpose

Criterion A3. Standards-Based Assessment (How Assessment is Used)

To what extent...

- **is teacher and student use of assessment frequent and integrated into the teaching/learning process?**
- **are the assessment results the basis for measurement of each student's progress toward the achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?**
- **are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?**
- **are the assessment results the basis for the allocation and use of resources?**

Reflective Questions

- Does the school have a schoolwide philosophy and guidelines for the effective use of multiple assessment strategies?
- What process has the school used to develop multiple schoolwide or department- or grade-level tools and strategies to assess student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes?
- How is assessment used in the classroom to assess students' achievement of the Hawai'i Content and Performance Standards and how are the results used to make decisions about the teaching-learning process, e.g., to re-teach, change instructional strategies, or move to the next level? To what extent does assessment motivate students to do high quality work?
- How is assessment integrated into everyday teaching and learning?
- How do the professional staff offer assessment tasks that maximize the opportunities for students to demonstrate the outcomes of their learning?
- How do the professional staff engage in ongoing assessment to help students meet the Hawai'i Content and Performance Standards and to evaluate how well they have met the HCPS?
- To what extent is the school profile used to determine assessment tools and strategies?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- Review of curriculum to examine correlation of curriculum to expectations and assessment
- Student work: portfolios, projects, performances, exhibitions, publications, etc.
- Classroom observations
- Interviews
- Assessment tools/strategies used in the school
- Assessment results
- Modifications/revisions of curriculum and instruction
- Allocation and re-allocation of resources: time, money, personnel
- Student/teacher/parent surveys
- School profile data
- Use of technology for assessment
- Extent of student self-assessment
- Clear, written and shared expectations
- Use of rubrics by students, teachers, and other stakeholders
- Student transcripts
- Alternative learning programs

B. Quality Student Support

Criterion B1. Environment that Promotes High Expectations for Student Learning and Behavior

To what extent...

- **does the school have a safe, healthy, nurturing environment that reflects the school's purpose?**
- **is the school environment (culture) characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?**

Reflective Questions

- To what extent does the school have a learning environment that is safe, clean, and orderly and where respect and concern for others can be observed in the classroom and other parts of the campus?
- What process is in place to gather input from students and parents on school rules, policies, and guidelines as they relate to high expectations for student learning and behavior?
- What strategies has the school employed to ensure that the resources such as the facilities, the campus, and the general environment are regularly inspected, maintained, and improved to ensure that it is conducive to student learning?
- What criterion-based decision-making and problem-solving models does the school use to balance diversity and equity issues and result in what's best for students, the school, and the community?
- What strategies do the school and the professional staff use to promote a culture of caring, trusting, and respectful relationships between and among students, teachers, administration, staff, and all other stakeholders in the classroom and on the campus that supports students' achievement of the HCPS and the schoolwide learner outcomes?
- What formal system is in place to share and build staff expertise and collegiality, encourage innovation and risk-taking, and celebrating success?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- School profile data
- School and class size data
- Adequate and qualified staffing
- Surveys: School Quality Survey; surveys of students, parents, teachers, other staff, community
- Referrals and disciplinary action data
- School and state rules, policies, and codes (e.g., Administrative Rule Chapter 19, BOE Policies)
- School's discipline plan
- School's safety plan
- School Self-Inspection Safety Checklist
- Attendance policies
- Standards-based co-curricular activities
- Guidance program
- Peer mediation/conflict resolution programs
- Student profile
- Town, parent, student meeting notes
- Data on accidents and injuries due to physical environment
- Repair and Maintenance (R & M) requests, status
- Enrollment in AP, Honors, Gifted/Talented, and remedial classes by ethnicity, or other special population groupings
- Extent to which the school's computer lab and library are used and for what purposes

Criterion B2. Array of Student Support Services

To what extent...

- **are students connected to a system of support services, activities, and opportunities at the school and within the community to help them achieve schoolwide learner outcomes through the curricular and co-curricular programs?**
- **is there a system of support and array of support for students in and outside the school which includes:**
  - **personalized classroom climate and differentiated classroom practices,**
  - **prevention/early intervention,**
  - **family participation,**
  - **support for transition,**
  - **community outreach and support, and**
  - **specialized assistance and crisis/emergency support?**

Reflective Questions

- What kinds of evidence are available to support the effectiveness of support services offered to students?
- What types of extended learning opportunities are in place for all students?
- Can the school and staff identify the array of support services available to students within the school setting?
- How are students made aware of the array of support services available to them?
- What strategies are used to ensure that students feel connected to the school?
- How are co-curricular activities at the school used to support the achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?
- What is the relationship of the support services and activities to classroom instruction?
- What process/strategies are in place to ensure that students have opportunities to be connected to a mentor or other significant, caring adult?
- How are student support services evaluated to assess their impact on classroom instruction and learning?
- How do students know they are making progress toward the achievement of the schoolwide learner outcomes and the HCPS?
- What support services are made available in the areas of health, career and guidance counseling, personal counseling, and academic assistance?
- What prevention and intervention services, programs, or strategies are offered by the school to establish a proactive approach to support student learning?
- What transition services and practices exist within the school to help students move from level to level, school to school, grade to grade, program to program, etc.?
- How are parents involved in the school to promote children's achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?
- What processes are currently in place for intervention or referral for students needing additional assistance? Is the entire staff aware of these services?
- Is the school coordinating the system of support services for maximum results? Within the school? With outside agencies? With the community and parents? Is the community aware of the request for services and the services available? How are community support services, identified and obtained for students?
- What exists within the school to provide for crises or emergency situations?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- School profile data
- School and class size data
- Adequate and qualified staffing
- Surveys, e.g., School Quality Survey, surveys of students, parents, teachers, staff, community, service providers
- Referrals
- School's discipline plan
- School's safety plan
- Advisor/advisee programs
- Student profile
- Level and type of student involvement in school activities
- Array of Services Matrix
- Teacher feedback on student achievement
- Student/teacher conferences
- Guidance program and/or curriculum
- Career pathways
- School Support Group/Team
- Description (written or graphic) of the school's student support system
- Listing of parent involvement and training activities

Criterion B3. School-Based Services Review

To what extent...

- **does the school do an annual review of the support services offered to students taking into account:**
  - **adequacy of the services offered,**
  - **number of students identified and serviced and type of service,**
  - **effectiveness of the service, and**
  - **number of students identified and not serviced and why?**

Reflective Questions

- Is the protocol, process, or model which is used to identify students who need support services clear, fair, consistent and comprehensive, timely, and effective in identifying students and their needs? How would this model or process be described?
- How does the school ensure that the assessment and implementation strategies used match the needs of the child? What strategies are in place to conduct ongoing monitoring of student progress so adjustments are made to ensure that services are responsive to the child at any given time?
- Is there a system of support for teachers that will help them identify and provide the array of support for students with special needs? What are some of the structured opportunities that enable teachers to discuss individual students?
- Are all teachers aware of the process used to identify students and the procedures for follow-up?
- What strategies are in place to keep parents informed and actively involved in their child's education?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- Complex Service Testing Review results
- School profile data
- CSSS assessment of student support services
- Individuals with Disabilities Act (IDEA) state monitoring reports
- Documents at school showing array of student support services available
- Documents and other evidence that show that teachers are aware of the referral process/procedures (e.g., Faculty handbook, memos, bulletins, etc.)
- Norm- and criterion- referenced test scores, class quizzes, student work
- Surveys, interviews
- Disciplinary and other referrals
- Student/teacher conferences

C. Professionalism and Capacity of the System

Criterion C1. Staff

To what extent...

- **are the school leadership and staff qualified for their assigned responsibilities?**
- **are the school leadership and staff committed to the school's purpose?**

Reflective Questions

- What process does the school use in considering professional and personal strengths of staff members when making assignments to best match identified student needs?
- What process does the school use for the selection of new staff? How does the process involve the input from the school community, including parents, peers, and other personnel as appropriate? Is there an avenue for the school to make decisions about who they can recruit and/or hire so the personnel best suited to their needs can be hired?
- Does the school have a fair, effective staff evaluation system based on clear expectations for performance; support for achievement of expectations; procedures for monitoring and gathering information about performance; and a process for improving performance, including incentives and sanctions?
- What process or system has the school institutionalized for sharing and building of expertise and to promote collegiality among staff members? How is the staff supported with time, personnel, material and fiscal resources for planning, and collegial dialogue about issues relating to the teaching/learning act?
- What kinds of collegial strategies are used to implement innovations and encourage improvement, such as cognitive coaching, mentoring, shadowing, co-teaching, teaming, etc.?
- What process is in place at the school to encourage teachers to try new approaches and how are teachers supported in their efforts to improve student learning?
- How is leadership shared and fostered among staff members?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- State employment/hiring practices, teacher certification
- Teacher Standards Board requirements
- Staff Surveys (e.g., School Quality Survey)
- Use of personnel, e.g., staff assignments
- Evaluation process
- Teacher planning time
- Faculty handbook: roles and responsibilities
- Opportunities for teachers in leadership roles
- School profile data
- Staffing ratio

Criterion C2. Professional Development

To what extent...

- **does the school leadership and staff engage in ongoing professional development (staff development plan) that promotes student achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?**

Reflective Questions

- Does the staff have a system in place to help beginning teachers or teachers

BEST COPY AVAILABLE

new to the school adjust to the culture of the school?
- What process is in place to foster informal professional development on a daily or weekly basis through action research teams, reflection time, focus/team group meetings, discussions about student work, observation of students at work, etc.?
- Does the school have a well-defined professional development plan that: 1) has been developed collaboratively, 2) is based on research about effective instructional strategies (best practices), 3) focuses on all students achieving the standards and the schoolwide learner outcomes, and 4) results in improved job performance
- How does the school use the student/community profile and other student assessment information in determining professional development activities needed?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- Teacher surveys on professional development—purposes, effectiveness
- Written staff development plans
- School Quality Survey
- Report of resources (time, money, personnel, facilities) spent on staff development
- Participation in staff development activities provided by the state, district, school or others
- Teacher support: collegial and cognitive coaching, shadowing, beginning teacher mentoring
- Process by which staff development priorities are determined
- Action research teams
- Number and type of professional development: topics covered, attendance, and effectiveness in resulting in actual classroom practice
- School profile data

D. Coordinated Team Work

Criterion D1. Leadership

To what extent ...

- **does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the standards and the schoolwide learner outcomes?**
- **does the school leadership empower the staff and students?**
- **does the school leadership encourage commitment, participation and shared accountability for student learning?**

Reflective Questions

- What process does the school use to engage all segments of the school community and the entire staff to establish a coherent vision for the school? How is this vision relevant to the larger community?
- What formal, shared decision-making system is in place at the school and how is the input of all stakeholders actively sought? What system of communication (communication model) is institutionalized at the school?
- How are the roles and responsibilities of all role groups determined and shared? Is there a clear understanding of roles and functions by all staff members and the school community in promoting and supporting standards-based education?
- What evidence is there that ideas, innovation, and input from all members of the school community are actively sought and highly valued by school leadership and that both administrative and educational policies are systematically reviewed and revised?
- What evidence is there to support that there is openness and receptiveness to views, participation, and the formation of partnerships with those inside and outside the immediate school environment?
- What evidence is there that leadership at the school is broad-based in many areas and that building capacity within the school is a priority? What evidence is there that leadership and staff are part of an organized structure committed to professional development and capacity building?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- Staff interviews
- Communication system: memos, minutes, bulletins, newsletters, etc.
- Faculty handbook; student/parent handbooks
- System for decision making
- System for conflict resolution
- Evidence of collaboration
- Surveys (e.g., School Quality Survey)
- Organizational charts that define roles, responsibilities, and relationships

Criterion D2. Governance (Formal and Informal)

To what extent...

- **does the school leadership adopt guidelines which are consistent with the school purpose/mission and support the achievement of the standards and the schoolwide learner outcomes?**
- **does the school leadership require implementation of these guidelines by members of the staff?**
- **does the state, district, and school leadership monitor results?**

Reflective Questions

- How does the school involve all stakeholders in the decision-making process?
- How does the school/district monitor the implementation of established policies and guidelines?
- How does the school assess the effectiveness of established policies and guidelines in facilitating the achievement of the schoolwide learner outcomes and the standards?
- What process is in place to ensure that the policies and guidelines are supporting the achievement of the standards and schoolwide learner outcomes?
- What process is in place to change policies and guidelines that are not supportive of student learning?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- School profile Data
- Surveys (e.g., School Quality Survey)
- Selection, composition, and specific duties of governing authority
- Process for assessing effectiveness of governing authority, policies, guidelines
- Extent of involvement of governing authority in school improvement process
- Policy handbook
- Faculty handbook
- Minutes, notes, memos, correspondence

Criterion D3. Resource Management and Development

To what extent...

- **are resources available to the school sufficient to sustain the school program and used to carry out the school's purpose/mission: student achievement of the standards and the schoolwide learner outcomes?**
- **does the school execute responsible resource planning for the future?**
- **are assessment results the basis for the allocation and use of resources?**

Reflective Questions

- How does the school use the analysis of instructional and organizational effectiveness to determine how resources should be used?
- What decision-making process is established at the school to make decisions regarding the allocation and use of resources? Are all resources available when decisions are made?
- How does the school do long-range planning to identify resources needed and to ensure their availability so that effective services and programs are maintained and needed programs and services adopted?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- Resource plans
- Nature and amount of grants
- Budget/expenditures; FMS reports
- Budget allocation process (school, district, state)
- Facilities report
- Repair and maintenance reports, records
- Availability of resources: books, computers, lab equipment, musical instrument, etc.
- Recent audits
- Procedure for school level and department or grade level budget decisions
- Administrative Rules, policies
- Audits

E. Responsiveness of the System

Criterion E1. Parent and Community Engagement

To what extent...

- **does the school leadership employ a range of strategies to assure that parent and community involvement are included in its support system?**

Reflective Questions

- What process is used to involve parents and/or community members as decision-makers in school leadership teams?
- How does the school work with parents so they can work with their child at home to extend and support learning?
- What formal system of communication exists at the school to get information out and feedback from parents and other stakeholders? What strategies does the school use to make parents and other stakeholders feel that their input is valued and highly sought?
- What strategies are in place to engage parents and other stakeholders in meaningful dialogue regarding issues and decisions that affect student learning?
- How are parents and other stakeholders actively involved in professional development activities?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- Parent/community surveys
- Town meetings
- Parent participation in committees and school activities (School/Community-Based Management, Parent and Community Networking Centers, Parent-Teacher-Student Organizations, Title I program, accreditation, school safety committee, career day, speakers bureau, mentorships, etc.)
- Neighborhood boards
- School web site
- Use of public access TV

Criterion E2. Public Responsibility and Accountability

To what extent...

- **do the school leadership and staff regularly assess student progress toward accomplishing the standards and the schoolwide learner outcomes?**
- **do the school leadership and staff report student progress to the rest of the school community and the public on a regular basis?**

Reflective Questions

- What procedures are established at the school level to regularly compile data on its assessment of learning results as well as other indicators such as graduation rate, drop-out rates, grade distribution, scholarships, awards, etc.
- How does the school share assessment results with students, parents, and the general public on a regular basis?
- How does the school use the analysis of instructional and organizational effectiveness to determine how funds should be used?
- What process is in place at the school to protect against mishandling of funds and other resources?
- How does the school ensure that federal, state and Board of Education (BOE) rules and regulations that affect student learning are complied with?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- Town meetings, public forums
- Parent/teacher conferences
- Student progress report/report cards
- School profile data
- School web sites
- Use of public access TV
- Budget audit
- Complex Service Testing results
- Open house
- School bulletins
- Published list of: graduates, School Quality Survey, achievement scores, schoolwide action plan, etc.

F. Focused and Sustained Action

Criterion F1. Vision, School Purpose (Mission), and Beliefs

To what extent...

- **has the school established a clear statement of purpose/mission based upon its vision and beliefs, school profile, and current educational research?**
- **is the vision and purpose/mission further defined by standards and the schoolwide learner outcomes that form the basis of the educational program for every student?**

Reflective Questions

- What process did the school use to develop the school's vision? Does the vision reflect the needs and values of the students and the school community? What process was used to involve the various stakeholders in developing the vision?
- What process was used to ensure that the vision, school's purpose, beliefs, and schoolwide learner outcomes are aligned?
- To what extent do the instructional goals for each grade level, subject area, course, and program support student attainment of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?
- How do the school's vision and schoolwide learner outcomes drive all curricular and instructional activities and related planning and system processes such as professional development, time and resource allocation, and program development?
- What process is in place for a regular revisit of the school's vision? What process is in place for regular communication with the school community regarding review and revision of the school's vision, purpose, and schoolwide learner outcomes?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- Teacher handbook
- Parent/student handbooks
- Written copy of vision, purpose (mission), beliefs, and schoolwide learner outcomes
- Meeting notes
- School profile data
- Written policies or guidelines for review and revision of vision, etc.
- Publications/newsletters to stakeholders
- Decision-making process
- Interviews with stakeholders

Criterion F2. Continuous Improvement Process

To what extent...

- **does the school leadership guide the school in setting directions, developing, implementing, and sustaining a continuous improvement process that focuses on student's achievement of the standards and the schoolwide learner outcomes?**
- **does the school leadership facilitate continuous school improvement which is driven by a standards implementation action plan that promotes the achievement of the HCPS and the schoolwide learner outcomes for all students?**
- **does the school leadership effectively guide the work of the school?**

- **does the school leadership provide for accountability through monitoring of the schoolwide standards implementation action plan?**

Reflective Questions

- What process does the school use to analyze student and school performance and capabilities as a means to identify key opportunities for improvement as the basis for developing a standards implementation design?
- How does the school used the data collected on organizational and instructional effectiveness to determine the areas for improvement to be addressed in the schoolwide standards implementation action plan?
- What system is in place to gather and analyze data systemically and systematically? What procedures are use to annually update the School profile?
- What monitoring and follow-up process is in place at the school to assess the progress of the standards implementation design?

Possible Areas to Analyze
(Evidence to determine the extent to which this criterion is met)

- Meeting notes/minutes
- School profile data
- Performance data
- Needs assessment data
- Schoolwide action plan
- Faculty handbook
- Budget allocation plan
- School Quality Survey
- Process for on-going monitoring and follow-up (formative and summative evaluations)

IV. The Standards Implementation Action Plan

INTRODUCTION

The Standards Implementation Action Plan is a written, public record of the school's plans for improvement and documents goals that need to be addressed, why they were selected as priorities, and the means by which these goals will be addressed and their attainment evaluated. It is important to stress that the Action Plan is not an end in itself and should be developed collaboratively. The Action Plan should also reflect action that will be taken over at least a three-year time period. At a minimum, there should be a schoolwide and department or grade-level plans. Plans by individual teachers or teacher-teams may also be developed. A suggested format is provided in this Section.

Every school must prepare a Standards Implementation Action Plan. The recommended time period which the plan should cover is three years. The plan must show how the school integrates standards in teaching and learning for all students. It should also reflect the professional development, parent involvement, and resource management necessary to ensure quality work at the school on behalf of the students.

The Standards Implementation Action Plan consists of two reports: 1) The Self Study Summary and Action Plan and 2) the Progress Report.

THE SELF STUDY SUMMARY AND ACTION PLAN

The contents of the Self Study Summary and Action Plan correspond to the Tasks 1 through 6 in the SID Process and include the following categories of information. The SID Process Task is indicated in parentheses following each category.

A. BACKGROUND AND CONTEXT

1. School and community profile (SID Process, Task 1).
2. The school's vision, mission (purpose), and beliefs and how they were developed, i.e., what process was used, and who was involved (SID Process, Task 2).
3. Schoolwide learner outcomes and other major goals for the period and how they were developed (SID Process, Task 3).
4. Involvement and commitment to the Action Plan including the school's commitment to the Action Plan and documentation of public engagement.

B. INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS
(SID Process, Task 4)

1. Summary of findings.
2. Major areas of strength, including evidence.
3. Major areas needing improvement, including evidence.

C. ACTION PLAN
(SID Process, Task 5)

D. IMPLEMENTATION
(SID Process, Task 6)

Includes a school's implementation and follow-up plans.

ANNUAL EVALUATION AND REVIEW (Progress report)

(SID Process, Task 7)

The Self Study Summary and Action Plan covers multiple years and need not be re-written each year. However, schools are asked to submit an annual progress report with the following components:

A. Description of the extent to which SID Parameters were achieved.
B. Evaluation of the implementation of the Standards Implementation Action Plan, including any changes, adjustments, modifications made to the Action Plan and the reasons.
C. The extent to which student achievement targets or goals were met.
D. Adjustments and modifications to the plan that will be made for the next year.

RUBRICS AND SAMPLE ACTION PLANS

Rubric IV can be used to assess the Standards Implementation Action Plan. As has been mentioned earlier, the Action Plan is not an end in itself. The process of collaboration and critical self analysis is an important part of the Standards Implementation Design system.

The Appendix includes two types of sample Three-Year Action Plans: 1) a school level action plan and 2) a departmental or grade-level action plan.

Standards Implementation Design System Self Study Summary and Action Plan

School Years _____

School _____ Date _____

A. Background and Context **Include brief descriptions of the following:**

1. School and community profile *(SID Process, Task 1)*. Include the following:
   - — Demographics
   - — Student achievement data
   - — Parent, student, community views of the school's effectiveness
   - — Other school and community characteristics

2. The school's vision, mission (purpose), and beliefs and how they were developed, i.e., what process was used, and who was involved *(SID Process, Task 2)*.

3. Schoolwide learner outcomes and other major goals for the period and how they were developed *(SID Process, Task 3)*.
   - — List the schoolwide learner outcomes and major goals
   - — Describe where students are in relation to the outcomes and goals

4. Involvement and commitment to the Action Plan including the school's commitment to the Action Plan and documentation of public engagement.

B. Instructional and Organizational Effectiveness *(SID Process, Task 4)*

Include brief descriptions of the following:

1. Summary of findings, including:
   - — Effectiveness of the school in supporting student learning
   - — Effectiveness of instruction in supporting student learning
2. Major areas of strength, including evidence.
3. Major areas needing improvement, including evidence.

C. Action Plan

Please attach the Standards Implementation Action Plan—see suggested form on following pages. *(SID Process, Task 5)*.

D. Implementation *(SID Process, Task 6)*.

Include brief description of the implementation and follow-up plans.
- Who will be monitoring the plan?
- How will you ensure that all stakeholders are involved?

Standards Implementation Action Plan

Suggested Format for the School Level Plan **School Years** _____

School _____ Date _____

Standards-Based Student Outcome Goal(s) **Annual Goals and Benchmarks** Year 1: Year 2: Year 3:						**Rationale**
What to change or implement	Enabling activities	How to change or implement				
		Professional Development	Resources (human, money, time, facilities)	Assessment (evidence)	Person(s) taking the lead	Timeline
			Reallocating existing resources: Acquiring new resources:			

39 40

Standards Implementation Action Plan

Suggested Format for the Department or Grade Level Plan **School Years** _____

Department/Grade Level _____ Date _____

Standards-Based Student Outcome Goal(s) **Annual Goals and Benchmarks** Year 1: Year 2: Year 3:						**Rationale**
What to change or implement	Enabling activities	How to change or implement				
		Professional Development	Resources (human, money, time, facilities)	Assessment (evidence)	Person(s) taking the lead	Timeline
41			Reallocating existing resources: Acquiring new resources:			42

Standards Implementation Action Plan

Explanation of Categories **School Years** _____

School _____ Date _____

Standards-Based Student Outcome Goal(s) *These are school-wide general learner outcome goals.* **Annual Goals and Benchmarks** Year 1: Year 2: *These are yearly goals and indicators which reflect intermediate steps* Year 3: *toward achievement of the general learner outcomes*		**Rationale** *Provide a brief statement which explains why the particular Standards-Based Student Outcome Goal was chosen as a priority and focus for the school. The rationale must be based on the school profile and comprehensive needs assessment data.*				
What to change or implement	Enabling activities	How to change or implement *This category indicates the means that will be needed and used to achieve the student outcome goal(s).*				
		Professional Development	Resources (human, money, time, facilities)	Assessment (evidence)	Person(s) taking the lead	Timeline
These are long-range actions of change or implementation (e.g., what would you like to have accomplished in three years), which are student-focused, data-driven and research-based.	*Describe specific actions and how they will lead to the desired change or implementation and the ultimate achievement of the goals and benchmarks.*	*Training for all instructional and support staff and other members of the school community to help students achieve the general learner outcomes.*	Reallocating existing resources: *Coordination of all resources.* Acquiring new resources: *Securing of resources that currently do not exist at the school.*	*Describe how the attainment of the goals and objectives will be assessed. Include measurable, qualitative and quantitative data.*	*While all stakeholders assume responsibility for outcomes, there is a need to identify a person(s) who will be responsible for coordinating and ensuring implementation of the action(s).*	*Specific timeframes in which activities will start and end. Avoid use of "ongoing" "continuous" or other non-specific words.*

Annual Evaluation and Review

(Progress Report) for the STANDARDS IMPLEMENTATION ACTION PLAN
(SID PROCESS, TASK 7)

School Years _____

School _____ Date _____

A. Describe the extent to which SID Parameters were achieved.

B. Evaluate the implementation of the Standards Implementation Action Plan.

1. Describe the extent to which and how the plan was:

   - Useful
   - Complete
   - Relevant and significant
   - Timely
   - Other (please describe)

2. Describe the changes, adjustments, and/or modifications made to the Action Plan and the reasons.

C. Describe the extent to which student achievement targets or goals were met.

D. Adjustments and modifications to the plan that will be made for the next year.

V. Rubrics

In this section, four rubrics are provided to guide schools in assessing and evaluating the efficacy of results or the process itself. The rubrics assess the extent to which the school exhibits the SID parameters, the extent to which the school uses the SID process effectively, the extent to which the school addresses the criteria for instructional and organizational effectiveness, and the quality of the action plan(s) produced.

Rubric I	**Assessing the SID Parameters**
Rubric II	**Assessing the SID Process**
Rubrics III.A-III.F	**Assessing Instructional and Organizational Effectiveness**
Rubric III.A	Standards-Based Learning
III.A1	Standards-Based Curriculum (What is taught)
III.A2	Standards-Based Instruction (How it is taught)
III.A3	Standards-Based Assessments (How students are assessed)
Rubric III.B	Quality Student Support
III.B1	Environment That Promotes High Expectations for Student Learning and Behavior
III.B2	Array of Student Support Services
III.B3	School-Based Services Review
Rubric III.C	Professionalism and Capacity of the System
III.C1	Staff
III.C2	Professional Development
Rubric III.D	Coordinated Team Work
III.D1	Leadership
III.D2	Governance: Formal and Informal
III.D3	Resource Management and Development
Rubric III.E	Responsiveness of the System
III.E1	Parent and Community Engagement
III.E2	Public Responsibility and Accountability
Rubric III.F	Focused and Sustained Action
III.F1	Vision, School Purpose (Mission), and Beliefs
III.F2	Continuous Improvement Process
Rubric IV	**Assessing the Standards Implementation Action Plan**

BEST COPY AVAILABLE

Rubric I: Assessing the SID Parameters

Parameter	4	3	2	1
INCLUSIVENESS—The involvement and collaboration of school community members	• A collaborative process which involves all stakeholders is used.	• The SID process involves representatives of all stakeholder groups.	• The SID process is developed by a leadership team.	• The SID process is developed by administration with no input from staff or stakeholders.
PURPOSEFULNESS—The clarification of the school's purpose/mission and the schoolwide learner outcomes	• Schoolwide learner outcomes are identified and clearly described. • Schoolwide learner outcomes are embraced by the entire school community and addressed throughout the school.	• Learner outcomes are identified by each department or grade level. • Teachers are committed to addressing outcomes for their own department or grade level. • Learner outcomes have not been developed for the entire school.	• Learner outcomes are identified for each teacher, but not for the entire department or grade level or school.	• Learner outcomes are dictated by the specific content area textbook or program adopted.
STUDENT-FOCUSED EFFORTS—The SID process focuses on the quality of the work of students and the school. The impact of the school's plan, decisions, and actions on student achievement of standards are addressed. Data about students and student achievement are gathered and analyzed.	• All aspects of schooling are supportive of the schoolwide learner outcomes and HCPS. • The school is viewed as a system and all aspects of this system are constantly reviewed and monitored to ensure that support for student learning is maximized.	• The SID process focuses on students and student achievement as a central concern, but may give other concerns equal weight. • The school is viewed as a collection of sub-systems that have varying relations with one another.	• The SID process focuses on students and student achievement as one of many concerns. • The school is viewed as a collection of sub-systems that are not inter-related.	• The SID process is not integrated with other initiatives and may not be linked with improved student achievement. • The school is viewed as a collection of sub-systems that are not inter-related.
ACTION-ORIENTATION—The assessment of the entire school's program and its impact on student learning in relation to the schoolwide learner outcomes and the HCPS.	• The plan focuses on student achievement of the standards. • There is one plan that encompasses the requirements of various programs and initiatives, e.g., Title I, Focus on Learning (FOL), School-to-Work (STW), Comprehensive Student Support System (CSSS).	• There is a plan that includes some of the initiatives and other school improvement efforts. • The plan focuses on student achievement of standards.	• There is a plan that includes a few of the initiatives and other school improvement efforts. • The plan focuses on student achievement of content objectives which are not necessarily tied to standards.	• There is a separate plan for each of the initiatives and federal requirements.

Rubric I: Assessing the SID Parameters

Parameter	4	3	2	1
ACCOUNTABILITY—The implementation of an assessment and accountability system for evaluating school progress towards the schoolwide learner outcomes.	• Formative and summative evaluation data are used to determine appropriate follow-up actions. Plans are modified as needed. • All members of the school community accept responsibility for implementing the plan and continually monitoring results.	• Most staff members have a role to play in developing the plan but some stakeholders are not part of the implementation of the plan. • Department or grade level chairs monitor implementation of their department or grade level action plans. • The administration monitors the implementation in an ongoing basis as time permits. • Summative evaluation is used to determine follow-up steps. Plans are modified at the end of the year.	• Most staff members have a stake and a role in implementing the plan. No role group outside of the staff has a role in the implementation of the plan. • Department or grade level chairs are asked to monitor implementation of their department's action plan; however, no one is in charge of monitoring the overall schoolwide plan. • Modifications are made to the action plan, but they are not always based on data but many times on perceptions and fads.	• Implementation of the plan is the responsibility of a few stakeholders. • There is no process for monitoring the plan. • There is no process in place for follow-up activities.
STRONG LEADERSHIP AND SUPPORT SYSTEMS—The support of school leadership in facilitating the SID process.	• Leadership is assumed at different levels as appropriate: the administration, as well as teachers, students, and other staff members can be leaders. • Leaders are empowered to lead—i.e., they are provided with the skills, authority, responsibility, and other resources to lead. • Leaders coordinate efforts to work for a common good; when necessary, they take initiative instead of waiting for others. • Leaders are skilled in involving others in decision-making.	• Leadership is assumed at different levels, but is usually restricted to the administration and key teachers. • Leaders are provided with the authority and responsibility to lead. • Leaders sometimes coordinate efforts to work for a common good, but often must be directed. • Leaders often work in collaboration with others.	• Leadership is usually restricted to the administration and key teachers (e.g., grade or department chairs). • Leaders are delegated the authority to lead. • Leaders sometimes coordinate efforts to work for a common good, but must be directed. • Leaders only occasionally seek input from others.	• Only the administration is recognized as being able to lead the SID process. • The leader is highly directive; there is little input or collaboration in decision making.

Rubric II: Assessing the SID Process

TASK	4	3	2	1
SID PROCESS, TASK 1 Develop the school profile	• The school profile contains major categories of data that tell a story about the school and includes: - Student achievement data - Other student performance data - Demographic data - School characteristics - Stakeholder perspectives (e.g., students, teachers, parents, community members, staff. • Where appropriate, data is disaggregated. • Summaries of the profile are presented in a way that is easily understood and shared; the summaries are discussed with all stakeholders. • The profile identifies trends and possible issues or concerns.	• The profile contains major categories of data that tell a story about the school which includes: - Student achievement data - Other student performance data - Demographic data - School characteristics - Stakeholder perspectives (e.g., students, teachers, parents, community members, staff. • Data is disaggregated where possible. • Summaries of the profile are shared with teachers and presented in a way that is easily understood. • The profile identifies trends and possible issues or concerns.	• The profile contains most of data that tells a story about the school. • Data is not disaggregated. • The profile is presented to teachers via the department or grade level chairs and but is not in summary form.	• The profile contains only standardized test score data. • Data is not disaggregated. • The profile is developed only when time permits, is specifically requested, or is required for compliance reports. The profile is on file and shared at the department and/or grade level meetings.
SID PROCESS, TASK 2 Define, redefine, and/or clarify Vision, and Purpose (Mission), and Beliefs	• The school uses a consensus-building process in defining its beliefs, vision, and purpose (mission). • All stakeholders are actively involved in the process. • The belief statements are easily understood and serve as the basis for decision-making and daily operation of the school. • The vision is clearly stated and embraced by all stakeholders. • The purpose (mission) statement reflects the school's beliefs and vision and focuses on student learning. • The purpose (mission) mission statement is clear and concise and captures the essence for the existence of the school.	• The school uses a consensus-building process in defining its beliefs, vision, and purpose (mission). • All teachers and some stakeholders are actively involved in the process. • The belief statements are easily understood and serve as the basis for decision-making and daily operation of the school. • The vision is clearly stated and embraced by the teaching staff. • The purpose (mission) statement reflects the school's beliefs and vision and focuses on student learning. • The purpose (mission) statement is clear and concise and captures the essence for the existence of the school.	• The school beliefs, vision, and purpose (mission) statements were developed by a steering committee and then shared with teachers for reactions and comments. • The belief statements are easily understood The vision is clearly stated, and embraced by all stakeholders. • The purpose (mission), beliefs, and vision statements are aligned. • The purpose (mission) statement is clear and concise and captures the essence for the existence of the school.	• The school beliefs, vision, and purpose (mission) statements were developed by the administrative team. • The belief statements are easily understood. The vision is clearly stated but may not be embraced by all teachers. • The beliefs, vision and purpose (mission) statements have not been shared with all stakeholders. • The purpose (mission), beliefs, and vision statements are aligned.

Rubric II: Assessing the SID Process

TASK	4	3	2	1
SID PROCESS, TASK 3 Develop and/or clarify schoolwide learner outcomes	• The schoolwide learner outcomes were developed collaboratively by the school community and reflect the needs of that community. • The schoolwide learner outcomes are aligned with the school's vision and purpose (mission) and the General Learner Outcomes of the HCPS. • The schoolwide learner outcomes are clearly stated, for all students, and measurable. There is buy-in from all staff members. • Each schoolwide learner outcome has indicators of quality which are used to assess student achievement of the outcome. • The school staff have discussed and understand that the adoption of schoolwide learner outcomes for students have implications for the teaching strategies that they use.	• The schoolwide learner outcomes were developed collaboratively by the school community and reflect the needs of that community. • The schoolwide learner outcomes are aligned with the school's vision and purpose (mission) and the General Learner Outcomes of the HCPS. • The schoolwide learner outcomes are clearly stated, for all students, and measurable. There is buy-in from all staff members. • The school is currently identifying indicators of quality for each of the schoolwide learner outcomes which will be used to assess student achievement of the outcome. • The school staff have discussed and understand that the adoption of schoolwide learner outcomes for students have implications for the teaching strategies that they use.	• The schoolwide learner outcomes are aligned with the school's vision and purpose (mission) and with the General Learner Outcomes of the HCPS. • Most of the school staff value the schoolwide learner outcomes but are unsure who should address them.	• There are no agreed-upon schoolwide learner outcomes.
SID PROCESS, TASK 4 Analyze instructional and organizational effectiveness	• All stakeholders are engaged in discussion to develop a schoolwide picture of perceived strengths and need areas. When necessary, evidence is re-examined when agreements and disagreements arise. • The school uses a comprehensive data collection process which is integrated with and analyzed from a systems point of view.	• All stakeholders are engaged in discussion to develop a schoolwide picture of perceived strengths and need areas; when necessary, evidence is re-examined when agreements and disagreements arise. • The school uses a comprehensive data collection process which is integrated with and analyzed from a systems point of view.	• Department or grade levels are engaged in discussion to develop a picture of perceived strengths and need areas and evidence within their grade level or department; when necessary, evidence is re-examined when agreements and disagreements arise. • The school uses a data collection process which is integrated with and analyzed from a department and/or grade level point of view as appropriate.	• A committee is assigned by the administration to engage in discussion to develop a schoolwide picture of perceived strengths and need areas.

Rubric II: Assessing the SID Process

TASK	4	3	2	1
SID PROCESS, TASK 5 Prioritize growth (improvement) areas Develop a Standards Implementation Action Plan	• Areas of strengths are identified based on the data collected and analyzed and serve as a springboard for continuous improvement. • Growth or need areas are identified based on the school profile and other data collected during the analysis of instructional and organizational effectiveness. • The process of collecting and analyzing data is ongoing, systematic, and systemic. • Growth or need areas are prioritized through consensus and based on their impact on student achievement. • The target areas identified are all tied to student achievement of the HCPS and schoolwide learner outcomes. - - - - - - - - - - - - - • The Action Plan is developed based on input from the entire school community and the evidence collected and analyzed. • Each stakeholder has an accountability role in the Action Plan.	• Growth or need areas are identified based on the school profile and other data collected during the analysis of instructional and organizational effectiveness. • The process of collecting and analyzing data is ongoing, systematic, and systemic. • Growth or need areas are prioritized through consensus and based on their impact on student achievement. • The target areas identified are all tied to student achievement of the of the HCPS and schoolwide learner outcomes. - - - - - - - - - - - - - • The Action Plan is developed based on input from the teachers and staff and the evidence collected and analyzed. • Each certificated staff member has an accountability role in the Action Plan.	• Growth or need areas are identified based on the school profile and specific standardized test scores. • The collection and analysis of data is sporadic and used as needed for compliance issues or when writing for grants. • Growth or need areas are prioritized through consensus and based on their impact on student achievement. • The target areas identified are all tied to student learning. - - - - - - - - - - - - - • The Action Plan is developed based on input from grade level or department chairs. • Teachers and other stakeholders are unclear about their roles and responsibilities for the implementation of the Action Plan.	• Growth or need areas are identified based on perceptions. • The target areas are identified but not necessarily tied to student learning. - - - - - - - - - - - - - • The Action Plan is developed by the administrative team. • Accountability for the Action Plan is not shared by all stakeholders.
SID PROCESS, TASK 6 Implement the Standards Implementation Action Plan	• The school has a process in place to monitor the implementation of the Action Plan. • Timelines are specific, reasonable, and doable. • Each stakeholder understands his/her responsibility in successfully implementing the Action Plan.	• The school has a process in place to monitor the implementation of the Action Plan. • Timelines are specific, reasonable, and doable. • Each stakeholder understands his/her responsibility in successfully implementing the Action Plan.	• Monitoring of the Action Plan is left to the individual. • Timelines are tight and teachers feel that they are not realistic. • Stakeholders are unclear about their roles in the implementation of the Action Plan.	• There is no monitoring process. • Timelines are not specific. Words such as "ongoing" are often used. • Not all stakeholders are included as players in the Action Plan.

Rubric II: Assessing the SID Process

TASK	4	3	2	1
SID PROCESS, TASK 7 Evaluate results and plan for continuous improvement	• There is both formative and summative evaluation. • The school has a process for collecting and analyzing data to monitor the implementation of the plan (formative evaluation) and to assess the degree to which the strategies or action plans were implemented successfully. • The process was developed collaboratively and everyone is aware of the process. • The results (progress of the action plan) are shared periodically with all stakeholder groups. • Results are evaluated in terms of student achievement; actions are analyzed in terms of their impact on student achievement. • Evaluation results are used to identify priorities and further actions for improvement.	• There is some formative evaluation, but the evaluation is largely summative in nature. • The school has a process for collecting and analyzing data to monitor the implementation of the plan (formative evaluation) and to assess the degree to which the strategies or action plans were implemented successfully. • The process was developed collaboratively. • The progress of the action plan is evaluated annually. • The faculty is informed of the results. • Results are evaluated in terms of student achievement and other factors; actions may be analyzed in terms of their impact on student achievement as well as other factors. • Evaluation results are used to identify further actions for improvement.	• The grade level or department chairs turn in an annual report to the administration regarding their accomplishments. • The report is filed for future reference, but actions are not taken. • The school conducts another needs assessment to determine new needs. • The plans do not call for a continuous cycle of evaluation. • Results are not evaluated in terms of student achievement; actions are not analyzed in terms of their impact on student achievement. • Evaluation results are inconsistently used to identify actions for improvement.	• There is no process for continuous monitoring. • There is no process in place for assessment and follow-up of the action plan. • The school conducts another needs assessment to determine new needs. • The school follows through on recommendations only when necessary. • The evaluation is only summative in nature and not based on valid student achievement data. • Evaluation results are not used to guide further actions for improvement.

Rubrics III.A to III.F: Assessing Instructional and Organizational Effectiveness

Rubric III.A Standards-Based Learning

III.A1 Standards-Based Curriculum (What is taught)
III.A2 Standards-Based Instruction (How it is taught)
III.A3 Standards-Based Assessments (How students are assessed)

Rubric III.B Quality Student Support

III.B1 Environment That Provides High Expectations for Student Learning and Behavior
III.B2 Array of Student Support Services
III.B3 School-Based Services Review

Rubric III.C Professionalism and Capacity of the System

III.C1 Staff
III.C2 Professional Development

Rubric III.D Coordinated Team Work

III.D1 Leadership
III.D2 Governance: Formal and Informal
III.D3 Resource Management and Development

Rubric III.E Responsiveness of the System

III.E1 Parent and Community Engagement
III.E2 Public Responsibility and Accountability

Rubric III.F Focused and Sustained Action

III.F1 Vision, School Purpose (Mission), and Beliefs
III.F2 Continuous Improvement Process

Note: Rubrics III.A to III.F are adapted from the rubrics created by Central Oahu District in 1998

Rubric III.A: Standards-Based Learning

Rubric III.A1. Standards-Based Curriculum (What is Taught)

To what extent does the school provide a challenging, coherent, relevant, and meaningful curriculum for each student that fulfills the school's purpose (mission) and results in student achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes through successful completion of any course of study offered?

Component	4	3	2	1
EDUCATIONAL FOUNDATION	All students receive a thinking- and meaning-centered, educational foundation based on current research and practices and aligned with the national standards, Hawai'i Content and Performance Standards, and SCANS[1] competencies to ensure that all students attain the schoolwide learner outcomes. • The curriculum is coherent, relevant, articulated, and integrated. • In-depth learning, construction of knowledge, connection of prior knowledge to new learning across disciplines, and application of learning in real-life contexts are emphasized. • The curriculum is dynamic and valued by students, teachers, parents, and the larger community. Systematic review and renewal of the curriculum and program goals are the norm.	Students receive a meaning-centered educational foundation that is aligned with the Hawai'i Content and Performance Standards and supports student attainment of the schoolwide learner outcomes. • The schoolwide curriculum is coherent, relevant, articulated, and integrated. • Opportunities are provided to connect new learning to prior knowledge and to apply knowledge across disciplines and in real-life contexts. • The curriculum is valued by teachers and students and is reviewed periodically.	Students receive a traditional curriculum based on the textbook series used. Some attempts are made to develop a schoolwide curriculum that addresses the Hawai'i Content and Performance Standards. • Articulation of the curriculum is limited to a grade level, team, or department. • Opportunities to apply knowledge in other content areas and connect prior knowledge to new learning are provided. The curriculum emphasizes facts and content concepts.	Students receive a traditional curriculum based on past practices and textbooks used. • Lessons and activities are on topics that are randomly selected by individual teachers. • Subject areas are discrete. Lessons are presented as separate, unconnected events. The curriculum is static, consisting primarily of skills and facts.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.A1. Standards-Based Curriculum (What is Taught)

Component	4	3	2	1
CURRICULUM	There is congruence among the written, taught, and assessed curricula—the planned and written course or program, the actual concepts and skills taught, and what is assessed. • The school's written learning goals and objectives include effective communication, conceptual thinking, and real-life problem solving; they help all students attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes. • The physical, social, academic, and emotional needs of the whole child (student) are addressed. The diverse student population is prepared to become productive, life-long learners.	The written curriculum is the taught curriculum. Alternative assessments are developed to reflect what is taught. • Both content and processes in communication, thinking, and problem solving are included to help students attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes. • The physical, social, academic, and emotional needs of the diverse student population are addressed.	The taught curriculum is documented and assessed in the textbook series selected and used by grade levels, teams, or departments. • Both content and processes in basic skills are included to help students attain the Hawai'i Content and Performance Standards. • The taught curriculum considers the multiple needs of students.	The written and taught curricula are from textbooks used by individual teachers. • There may be gaps or repetitions in content; consistency and continuity are lacking. • Special needs of students are addressed as mandated by law and policy.
PERSONAL LEARNING PLANS	All students have personal learning plans that include educational and career goals that follow the STW[2] sequence. The plans are collaboratively developed by teachers, students, and parents. They suggest a variety of options for achieving set goals, the standards, the schoolwide learner outcomes, and are regularly revisited.	Students have personal learning plans that include goals collaboratively developed by teachers and students with some input from parents. Teachers structure learning experiences to enable students to achieve the standards, schoolwide learner outcomes, and their goals which are reviewed as needed.	Students' personal learning plans are developed by teachers with some input from parents. The plans are in students' cumulative folders for future reference and are used by some teachers, grade levels, teams, or departments.	Students' personal learning plans are developed mainly by teachers only as mandated.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.A1. Standards-Based Curriculum (What is Taught)

Component	4	3	2	1
EQUITY	The curriculum ensures equity and equal opportunity for all students to attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes. Grouping is flexible to meet diverse student needs. • Practices that respect differences and educate students to live in a complex, pluralistic society are in place. Provisions are made to meet the needs of a diverse, multicultural population (e.g., Special Education, ESLL, Gifted/Talented, At-Risk) through a regular, supplementary, and/or differentiated curriculum. Provisions to meet mandates such as Chapters 51 and 53 (Section 504) are made. Differences in socio-economic status, language, gender, ethnicity, and learning styles are accommodated. • Multicultural education is integrated into the curriculum, instructional strategies, and interactions. Social justice and action are important components of learning.	The curriculum addresses the needs of a diverse population and focuses on the attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. Grouping is flexible to meet diverse student needs. • Services for students with special needs (e.g., Special Education, ESLL, Gifted/Talented, At-Risk) are provided to meet individual differences and mandates. • Students explore multicultural education and social issues through the leaning environment, content, interactions, community service projects, and materials.	The curriculum addresses the diverse special needs of students as required. Flexible grouping is practiced by some teachers, grade levels, teams, or departments. • Some teachers include histories and perspectives of a variety of people and gives appropriate consideration to students with different learning styles, cultures, and languages. Provisions are made to meet the needs of Special Education and English as Second Language Learner (ESLL) students. • Students occasionally take part in multicultural activities and community service projects.	Required services for students with special needs are provided. Students are often grouped by ability. • Awareness and accommodations necessary for students with diverse, special needs to function productively are limited. • Multicultural education, other than the celebration of holidays and acknowledgment of ethnic customs, is limited.
CAREER READINESS	The curriculum integrates meaningful workplace skills; ethics, and competencies that are taught throughout the entire grade level continuum. Career themes, community resources, and partnerships prepare students for success in post-secondary education and career/technical paths. The career-related curriculum is guided by the Hawai'i Content and Performance Standards, schoolwide learner outcomes, and SCANS[1] competencies.	The schoolwide curriculum integrates meaningful STW[2] experiences to help students attain the Hawai'i Content and Performance Standards, schoolwide learner outcomes, and SCANS[1] competencies. Positive attitudes, workplace skills, and ethics are developed. Students have opportunities to explore career themes, post-secondary education and career/technical paths.	Individual teachers, grade levels, teams, or departments explore career and post-secondary opportunities. Awareness of work skills and habits is developed.	Career opportunities are incidentally included in the curriculum. Post-secondary opportunities are explored on a limited basis.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.A1. Standards-Based Curriculum (What is Taught)

Component	4	3	2	1
TECHNOLOGY	There is a well-coordinated schoolwide technology plan. Technological tools are incorporated as an integral part of the teaching-learning process and aimed at student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. Students actively utilize technology and multi-media resources to increase their knowledge by searching out information and data, organizing and maintaining files, processing and communicating information, etc. Learning goes beyond the classroom (e.g., the global schoolhouse and/or electronic school).	The use of multi-media resources and technological tools is coordinated to help students achieve the Hawai'i Content and Performance Standards and schoolwide learner outcomes. The instructional staff competently guides students in the use of technology to enhance learning. Students have global access to data and information and use technology in project-based learning.	Technological tools are used on a limited basis to supplement the textbook. Technology coordinators guide the instructional staff and students in using technology and multi-media resources to access information and for word processing.	Technology is available for student use only in computer labs and access is limited. The use of technology in the school is primarily focused on staff needs such as record keeping and communication.

SCANS. Secretary's Commission on Achieving Necessary Skills. (In 1990 the U.S. Secretary of Labor formed a commission to identify skills our young people need to succeed in the world of work. These skills are referred to as the "SCANS competencies.")

STW. School-to-Work.

Rubric III.A2: Standards-Based Instruction (How it is Taught)

To what extent...

- *does the professional staff use research-based knowledge about teaching and learning?*
- *does the professional staff design and implement a variety of learning experiences that meets the diverse needs and learning styles of students?*
- *does the professional staff design and implement learning experiences that actively engage students in inquiry and problem-solving and address the content and performance standards while maintaining consistency with the school's purpose (mission) and the schoolwide learner outcomes?*

Component	4	3	2	1
STRATEGIES	The instructional staff has a repertoire of proven and effective strategies and employs them to help students attain the HCPS and schoolwide learner outcomes. Strategies are consistent schoolwide and are appropriate to subject matter, grade level, and range of student needs. • Students become strategic learners as they develop and use a bank of strategies to access, construct, organize, connect, and apply knowledge. • Instructional approaches consistently help students to construct meaning, elaborate beyond content, and monitor their own learning. • The instructional staff and students collaborate as co-learners on long-term, meaningful projects, revise and exhibit work, and link assessment with learning. • Instructional strategies facilitate students' achievement of the schoolwide learner outcomes. • Learning opportunities are provided for students to demonstrate the schoolwide learner outcomes.	The instructional staff uses a variety of proven and effective strategies schoolwide or by grade level, team, or department. The staff responds to a range of needs and helps students attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes. • Students actively employ strategies in accessing, organizing, connecting, and applying knowledge. • Appropriate strategies help students learn through meaningful projects both in and out of the classroom. • Collaboration, sharing, and self-assessment are regular components of learning. • Instructional strategies facilitate students' achievement of the schoolwide learner outcomes. • Learning opportunities are provided for students to demonstrate the schoolwide learner outcomes.	The instructional staff relies on a few strategies with which they feel comfortable. The staff makes some adjustments to help students attain the Hawai'i Content and Performance Standards. • Learning is usually teacher directed. • Students sometimes use other resources and strategies and engage in learning experiences beyond the textbook.	The instructional staff employs traditional instructional approaches that are usually the same for all students. • The staff imposes the content, methods, and materials for learning. • Interactive strategies are seldom used.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.A2. Standards-Based Instruction

Component	4	3	2	1
ORGANIZATION OF TIME AND SPACE	Time and space are effectively restructured to provide a more flexible and responsive educational program. Innovations may include modified master schedules and school calendars, academies, learning opportunities beyond the classroom and in the workplace, flexible scheduling and grouping patterns, team teaching, and multi-age settings.	Time and space are restructured to meet student needs more flexibly. Innovations such as block scheduling, extended day and year, team teaching, and workplace opportunities are explored and implemented as appropriate.	Some creative uses of time and space such as year-round education are explored. Content areas are integrated on a limited basis. The master schedule is based on teacher interests and primarily accommodates teacher or program needs.	Traditional uses of time and space characterize the school. Content areas are taught in separate time blocks. The master schedule is based primarily on convenience and ease of scheduling.
THINKING SKILLS	All students participate in multiple, sustained learning experiences that require conceptual and evaluative thinking, complex problem solving, and decision making in all content areas. Students demonstrate the ability to think critically and creatively, pursue individual/group inquiries and projects, apply higher level thinking strategies, and reach reasoned conclusions and judgments.	Students participate in learning experiences that encourage divergent and evaluative thinking skills and problem solving in the content areas. Students are given many opportunities to expand knowledge, think creatively, and use higher level thinking strategies in individual and group projects.	Students are encouraged to think critically, make generalizations, and problem solve in some content areas such as math or science. Students have some opportunities to research their questions and apply thinking strategies.	There are few opportunities for students to share and extend ideas. Thinking skills remain at the cognitive memory and convergent levels. Students memorize facts, practice the acquisition of basic skills, and respond to short answer questions. The instructional staff usually gives the one right answer.
LEARNING COMMUNITY	The classroom is a supportive learning community where students have a voice in planning, negotiating, and making choices about their academic, social, and emotional development. The classroom environment and management are efficient, inviting, and conducive to learning. High standards and expectations for interpersonal relationships are consistently reinforced. Each student is connected to at least one adult who provides support. Accomplishments are recognized and celebrated.	The classroom environment supports learning and nurtures students to develop academically and emotionally. Interpersonal relationship skills are emphasized; behavioral expectations are high and applied consistently. The classroom climate is comfortable, students are encouraged to seek help and take risks, and excellence is recognized and celebrated.	The classroom environment is structured by the instructional staff to maximize student learning. Students are encouraged to develop interpersonal skills. Application of behavioral standards may not always be fair or consistent.	The classroom environment is structured by the instructional staff. Students and teachers carry out traditional roles: teachers plan all activities and dispense information; students work alone to complete tasks. Students are usually expected to conform to behavioral and academic standards set and inconsistently applied by teachers.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.A2. Standards-Based Instruction

Component	4	3	2	1
ASSESSMENT	A comprehensive assessment plan that is integrated with instruction and linked to the Hawai'i Content and Performance Standards, schoolwide learner outcomes, and other standards is in place. • The school community makes decisions about instructional approaches, flexible grouping, content, and allocation of resources based on multiple assessments and systematic analyses of data. • Students are accountable for their own learning. They develop expectations, set goals, and engage in peer- and self-assessment. They evaluate their personal learning plans and work using rubrics and exemplars. • As part of the authentic assessment process, students create products and participate in performances of quality and importance that are shared with external audiences. •	Schoolwide alternative assessments are developed to reflect the taught curriculum. The process involves all staff and focuses on student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. • The instructional staff analyzes multiple assessment results to match teaching methods and student needs, adjusting strategies, content, materials, and grouping. The staff uses student feedback to determine how instruction needs to be adjusted. • Students participate in the assessment of their own learning. • Student accomplishments and assessment results are shared.	Assessments other than standardized testing follow textbook and/or traditional report card guidelines. • Assessment data is used to evaluate student progress and to group students. Assessment results may be used by some teachers to improve teaching and learning, but data collected are uneven and inconsistent. Analysis of data for instructional implications is limited. • Students participate in assessment processes in a limited way. • Students and parents are informed of assessment results.	Assessment is conducted without an overall plan. Required standardized testing and reporting are carried out. • Assessment results are used for grouping and grading purposes. Results are used infrequently to adjust curriculum or instructional delivery to improve student achievement. Testing measures the attainment of content skills and knowledge with little linkage to what is being taught. • Students have little input in developing assessment tools or in assessing their own learning. • Students and parents are informed of standardized testing results.

Rubric III.A3: Standards-Based Assessment (How Students are Assessed)

To what extent...

- *is teacher and student use of assessment frequent and integrated into the teaching/learning process?*
- *are opportunities provided for students to use assessment results to modify their own learning strategies in order to enhance their educational progress?*
- *do teachers use assessment results to modify curriculum and instructional practices?*
- *do teachers use a variety of assessment strategies to measure each student's progress toward the achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcome?*
- *are the assessment results the basis for the allocation and use of resources by the department or grade level?*

Component	4	3	2	1
PHILOSOPHY	Assessment is based upon: (1) a clear purpose, (2) a focus on achievement targets (e.g., Hawai'i Content and Performance Standards and schoolwide learner outcomes), (3) the selection of appropriate authentic assessment methods, (4) the appropriate sampling of student achievement, and (5) a linkage of assessment with curriculum and instruction.	Assessment is based upon a focus on achievement targets (e.g., Hawai'i Content and Performance Standards and schoolwide learner outcomes), the selection of appropriate assessment methods, and a linkage of assessment with curriculum and instruction.	Teachers use sound assessment principles at the instructional level to improve student learning on a limited basis (e.g., carried out by individual teachers, grade levels, teams, or departments).	The primary purpose of tests and assessments used at the instructional level is to grade students as required.
LEADERSHIP	The principal and the school leadership team convey an expectation of assessment competence. They have a strong understanding of assessment principles, possess an intimate knowledge of what occurs in classrooms, and support teachers as they develop and implement sound assessment practices.	The principal and the school leadership team are generally knowledgeable of what occurs in classrooms and support teachers in their efforts to gain assessment competence.	Some individual teachers, grade levels, teams, or departments are developing an understanding of targeted educational outcomes and fundamental assessment concepts.	The school as a whole focuses on considerations such as standardized test results, traditional assessment practices, and the collection of data as required.
DECISION MAKING	At the instructional leadership and support level, the principal and school leadership team use assessment data effectively to evaluate instructional programs, and allocate resources. Assessment results are used to determine levels of support for teachers.	Assessment data is used for a variety of purposes at the instructional leadership and support level. Most decisions are made based upon appropriate, valid, and reliable data (e.g., staff development, funding).	Assessment data is sometimes used to make decisions about resources, staff development, and programs.	Assessment data is collected as mandated and seldom used for decision making.

Rubric III.A3. Standards-Based Assessment

Component	4	3	2	1
ASSESSMENT PRACTICES	At the instructional level, teachers identify the needs of individual students, a class, or group of students; grade students; evaluate and adjust instruction; and reflect upon themselves as teachers. Practices are individualized, consider students' experiences and ways of learning and communicating, and are sensitive to the goals and values of the communities from which the students come. Goal setting and self-assessment are key skills and abilities emphasized for each student. Students take a lead role in communicating and demonstrating their own learning of the standards and the schoolwide learner outcomes.	Teachers use assessments to evaluate student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes, and adjust instruction. Ways in which students can be encouraged to set learning goals and gain self-assessment skills are being explored and implemented where possible. Assessment practices encourage students to take a lead role in communicating and demonstrating their own learning.	Assessment practices which allow students to take a lead role in communicating and demonstrating their own learning, set learning goals, and gain self-assessment skills are used on a limited basis (e.g., initiated by individual teachers, grade levels, teams, or departments).	Assessment practices emphasize priorities which rarely allow students to take a lead role in communicating and demonstrating their own learning. Students have few opportunities to set learning goals and develop self-assessment skills.

Rubric III.B: Quality Student Support

Rubric III.B1. Environment that Promotes High Expectations for Student Learning and Behavior

To what extent

- *does the school have a safe, healthy, nurturing environment that reflects the school's purpose (mission)?*
- *is the school environment (culture) characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?*

Component	4	3	2	1
PHYSICAL ENVIRONMENT	The school is a safe, healthy, secure, clean, accessible, well-maintained, functional, and attractive place that reflects the school purpose and contributes to the student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All state mandates, codes, and regulations are met, as reflected in the school's safety plan.	The school is a safe, healthy, secure, clean, accessible, and functional place that reflects the school purpose and contributes to the student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All state mandates, codes, and regulations are met, as reflected in the school's safety plan.	The school is maintained as a safe, healthy, clean, and accessible place that contributes to the achievement of the Hawai'i Content and Performance Standards. Maintenance and safety requirements are met, as reflected on the school inspection report.	The school works at ensuring a safe and accessible place for staff and students. The main goal of maintenance is to pass the safety inspection.
EMOTIONAL ENVIRONMENT	The school community has created an inviting, nurturing, trusting, and caring atmosphere reflecting the school purpose. Everyone feels welcomed and has a sense of belonging in a climate that promotes academic, physical, emotional, and social growth. This facilitates student attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes and success in co-curricular programs and activities.	The school staff practices inviting and nurturing strategies to establish a caring atmosphere generally reflecting the school purpose. The staff promotes student growth and well-being, the development of self-esteem through the recognition of academic and personal achievement as reflected by the attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes and success in co-curricular programs and activities.	The principal, individual teachers, grade levels, teams, or departments provide an atmosphere that promotes student growth. Student self-esteem is fostered on a limited basis through the recognition of academic success.	The principal is primarily responsible for creating a safe, secure campus which is conducive to the academic growth and physical well-being of students. However, some students feel unsafe at school at times.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.B1: Environment that Promotes High Expectations for Student Learning and Behavior

Component	4	3	2	1
LEARNING ENVIRONMENT	The school community has created a caring, nurturing, safe, well-managed, accessible, functional, attractive, self-monitoring learning environment. Students are interactively involved in challenging, integrated, student-centered learning experiences. Individual differences, special needs, and/or cultural diversity are respected and accommodated.	The school staff has created a caring, nurturing, safe, functional, accessible and well-managed, learning environment. Students are involved in challenging learning experiences. Provisions are made to accommodate individual differences, special needs, and/or cultural diversity.	The principal, individual teachers, and some grade levels, teams, or departments provide a safe, caring, accessible, and well managed learning environment. Accommodations for students with special needs and/or cultural diversity are provided.	The principal and individual teachers are working on creating a safe, caring, and well-managed learning environment. Accommodations for students with special needs and/or cultural diversity are limited.
STANDARDS OF CONDUCT	The school community, including students, participates actively in the development of behavioral standards. A clearly defined, written code of student conduct, including Chapter 19 requirements, is understood by all stakeholders and applied fairly and consistently. Students work toward self-monitoring and self-discipline. ***Systems*** The school leadership team meets at least quarterly, manages implementation of a proactive, preventative systems plan and conducts annual evaluations. ***Practices*** A behavior support system continuum and teaching procedures are in place for all students. ***Data*** Data measuring the effectiveness and efficiency of the behavior support continuum and teaching are utilized regularly for action planning.	The school and some community members are involved in the development of behavioral standards. Students are aware of and abide by a written code of student conduct, including Chapter 19, that is fairly and consistently applied. ***Systems*** The school has a viable leadership team with a systems plan in place (schoolwide, classroom, non-classroom, and individual student systems). Proactive, preventative policies and procedures are established. ***Practices*** Procedures for teaching expected behaviors are implemented. ***Data*** A measurement system for tracking, monitoring, and evaluating schoolwide discipline systems is established and implemented.	The school leadership develops the school rules that are reviewed with students. The rules and sanctions are usually applied consistently. Chapter 19 is administered as mandated. ***Systems*** The school has a leadership team which agrees to a proactive, preventative purpose for schoolwide discipline. ***Practices*** Clearly stated rubrics of expected behaviors and rule violations for behavior/conduct are used. ***Data*** Evaluation questions and data measurement for schoolwide discipline are defined.	School rules and sanctions are imposed and often inconsistently applied. Chapter 19 is administered as mandated. ***Systems*** No school leadership team exists to address schoolwide discipline systematically. ***Practices*** Punitive practices to discipline exist. ***Data*** No data measurement system is in place to track and evaluate schoolwide discipline incidents.

Note: Please refer to the OBS manual and other appropriate documents for safety and compliance issues.

Rubric III.B2: Array of Student Support Services

To what extent...

- *are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program that support the achievement of the standards and the schoolwide learner outcomes?*
- *is there a system of support and array of support for students in and outside the school which includes: personalized classroom climate and differentiated classroom practices, prevention/early prevention, family participation, support for transition, community outreach and support and specialized assistance and crisis/emergency support?*

Component	Stage 4	Stage 3	Stage 2	Stage 1
PHYSICAL AND EMOTIONAL SAFETY*	Everyone in the school community is responsible for the physical and emotional safety of each other. Caring and support of others is the norm and a comprehensive school safety plan is in place.	The school staff is responsible for the physical and emotional safety of students. The school has a comprehensive school safety program in place.	The school faculty is responsible for the physical and emotional safety of students. School rules are enforced. Faculty is involved in developing a school safety program.	The principal is primarily responsible for the physical and emotional safety of students. School rules are in place.
SUPPORT SYSTEM	A comprehensive system of support within the school community is networked with the military and other agencies to service students with identified needs. The system ensures that *all* students are connected to the school in meaningful ways through the academic programs, co-curricular activities, career and/or counseling programs, and health services program. • Curriculum and instruction and support services are effectively addressed and focus on the whole child and the experiences within the home, school and community.	Support services are coordinated within the school community and networked with the military and other agencies to service students with identified needs. Opportunities are available through the academic program, co-curricular activities, counseling, and/or health services for students to feel connected to and supported by the school. • Students can identify a school support group to which they belong (e.g., elementary homeroom team, adviser-advisee, career paths, core team.)	Support services are coordinated within the school community. Attempts are made to reach out and support students in a systematic way through counseling and health services. • Students have established meaningful relationships with more than one positive adult role model within the school.	Support services are available at the school. Students and parents are responsible for students' attendance, participation in school-sponsored activities, and accessing support services. • The classroom conveys caring, respect, fairness, and a sense of belonging.
ROLE OF STAFF	All school staff are aware of and systematically utilize all support services available to students on site and in the community.	Faculty are aware of and utilize support services available to students on site and in the community as needed.	Faculty are aware of and utilize support services available to students on site as needed.	Administrators and counselors are aware of support services available to students within the school.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.B2 Array of Student Support Services

Component	4	3	2	1
STAFF INVOLVEMENT	All school staff routinely initiate formal and informal discussions or procedures aimed at seeking support and solutions for students who need assistance in achieving the HCPS and schoolwide learner outcomes.	Teachers consult with colleagues and administrators and counselors for problem resolution. Teachers have identified students who excel and who have special needs and provide encouragement and support.	Teachers consult with colleagues to resolve problems in the classroom. Teachers have identified students who have special needs and provide support whenever possible.	Teachers resolve problems in the classroom to the best of their ability.
GUIDANCE AND COUNSELING	The approach to guidance and counseling is systematic, schoolwide, and comprehensive and includes the participation of all role groups. The approach focuses on students' personal and academic interests and goals and utilizes all resources available to the school. This guidance and counseling process provides support to students in the following areas: • Appropriate communication skills • Collaborative skills • Valuing of diverse abilities and cultural differences • Critical thinking skills • Responsibility for their own behavior and caring for others • Internal locus of control • Self-discipline • Goal setting • Motivation to achieve	A systematic, comprehensive, schoolwide guidance and counseling program is in place to meet the academic and social/emotional needs of students (e.g., scheduling, course selection, providing information on graduation and college entrance requirements). Counselors and teachers provide guidance on a regular basis for students.	The school's focus for guidance and counseling is primarily on academics and/or discipline. Counselors work with teachers to assess selected students' needs and provide guidance on a regular basis.	In the absence of a formal system of identification of effective intervention, staff discussions of students at risk occur only on an anecdotal basis. Counselors provide guidance on an as-needed basis, for example, when a crisis occurs.
RESOURCES	Students and their families can easily access appropriate social, psychological, and health services through a school based coordinated network of school and community organizations. These organizations may be housed on campus and work together to problem-solve and share resources.	The school staff develops collaborative partnerships with community agencies. Services are provided to address preventative and crisis-oriented concerns on a regular basis.	The school staff develops relationships with outside agencies. Services are utilized to address problems.	The school staff is aware of outside agencies. Services are utilized as needed, for example, when a crisis occurs.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.B2: Array of Student Support Services

Component	4	3	2	1
ACADEMIC EXPECTATIONS	Classes at all levels are characterized by diverse student groups, and all students—whatever their abilities—are continually encouraged to meet the challenges of a thinking, meaning-centered curriculum. Teachers are knowledgeable about their students' needs and personalize approaches to maximize each student's achievement and ability to attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	Classes at all levels are characterized by diverse student groups, and most students—whatever their abilities—are encouraged to meet the challenges of a thinking, meaning-centered curriculum. Teachers are knowledgeable about their students' needs and modify approaches to maximize the learning potential of most students to attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	Classes tend to be grouped homogeneously. Teachers generally know the levels of their students and provide appropriate work at each level. Course requirements vary greatly according to "level" (e.g., college preparatory, general, basic).	The distribution of students in classes does not reflect the diversity of the school. Teachers accept less rigorous work from students whom they perceive as being at "lower levels."
ACADEMIC SUPPORT	• Students who need support or enrichment in achieving can rely on a network of integrated and fully articulated services, such as Chapters 36 and 53, Title I program, after-school instruction, Gifted/Talented program, military partnerships, tutors and the ESLL program. • Curriculum and instructional strategies accommodate the learning styles and needs of all students. • All stakeholders are committed and demonstrate the principles of equity for all students. • Trained, caring, and committed staff engage the child in the teaching and learning process. - Clear expectations are shared with all students and parents. - There is ongoing monitoring with timely feedback. - Students self-assess to monitor their own progress.	• Students who need support have a variety of options available. These include tutoring, remedial courses, and Chapters 36 and 53 accommodations. • A variety of instructional strategies are used to ensure that all students meet standards. • Trained, caring, and committed staff engage the child in the teaching and learning process. - Clear expectations are shared with all students and parents. - There is ongoing monitoring with timely feedback. - Students self-assess and monitor their own progress. • Assessment data is used to modify instruction to support student learning.	• Students who need support in meeting curricular requirements are encouraged to get tutoring and make use of available school or community library facilities and services. • The teacher uses a variety of instructional strategies to implement the curriculum. • The school develops clear expectations which are communicated to the students and most parents. • Teachers provide ongoing feedback at the end of each test and at the end on the quarter.	• Students who need support in meeting curricular requirements are encouraged to take courses that are less demanding or are provided with less challenging work. Tutoring is provided only when students or families pursue it. • The teacher uses the same classroom instructional strategies that appear to have been successful in getting the curriculum across to most students. • Teachers provide feedback to students at the end of each grading period.

Rubric III: Assessing Instructional and Organizational Effectiveness
Rubric III.B: Quality Student Support

Rubric III.B2: Array of Student Support Services

Component	4	3	2	1
ACADEMIC SUPPORT continued	• Assessment data is used to modify instruction to support student learning.			
CLIMATE FOR LEARNING	• The school climate encourages all students to take risks and feel comfortable about seeking support. The school climate plays an important role in providing all students with a foundation from which to achieve the Hawai'i Content and Performance Standards and schoolwide learner outcomes. • Most students and families feel safe and welcomed at the school.	• The school climate encourages students to take risks and feel comfortable about seeking support and has a positive influence on student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. • Most students and families feel safe and welcomed at the school.	• The school climate has positive effects on achievement of the Hawai'i Content and Performance Standards for some students. • Most students and parents feel safe and welcomed a the school.	• Some teachers provide students with learning environments that promote achievement in their classrooms. • The classroom teacher establishes class rules and is responsible for maintaining a safe classroom environment. • The principal establishes and administers school rules.

Note: School plans, programs, and rules should address the federal, state, city, and county laws, standards, mandates and codes, BOE/DOE policies, regulations, and other program requirements.

Rubric III.B3: School-Based Services Review

To what extent does the school do an annual review of the support services offered to students taking into account: adequacy of the services offered, number of students identified and serviced and the type of service, effectiveness of the service, and number of students identified and not serviced and why?

Component	4	3	2	1
INCLUSION	All students are encouraged and afforded the opportunity to participate in one or more co-curricular activities in support of their unique talents, skills, and interests. Students participate in school-sponsored activities such as clubs, sports, and service organizations that reflect their multiple intelligences and are tied to the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All students feel accepted and supported as participants.	Most students participate in a wide variety of school-sponsored activities such as clubs, sports, and service organizations based on student interest. These activities are intended to maximize opportunities for success in meeting the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	Students who qualify are encouraged to participate in school-sponsored activities which have open memberships or tryouts and often follow a pattern determined by peer and social groups. These activities may be linked to the Hawai'i Content and Performance Standards.	Schools provide co-curricular activities for interested students based on history and tradition. Participation may be influenced by real or perceived barriers with students lacking interest or acceptance.
SCHOOL-BASED SUPPORT	• Most school staff are knowledgeable of the various programs, resources and services within the school and community. • Families are kept informed of all school programs and services as needed. • Appropriate student services address the social, emotional, and academic needs of all students. • Services are school-based, coordinated, easily accessible, and integrated to support student learning. • Integration of community resources and agencies with school personnel help to maintain a consistent and effective level of services that support student learning. • Programs are in place to help students to transition from the elementary to the middle/intermediate grades and to the high school.	• Most school staff are knowledgeable of the various programs, resources, and services within the school and community. • Families are kept informed of all school programs and services as needed. • Schools plan collaboratively with public and private organizations to develop an active partnership. • School programs are designed to enhance community-school connections and to build a sense of community. • Collaboratively-developed plans are in place to ensure successful transition for students throughout their educational program. • A variety of community resources are regularly utilized to complement school-level services.	• Some school staff are knowledgeable of the various programs, resources and services within the school and community. • Families are kept informed of all school programs and services as needed. • There is collaboration between the schools, community agencies, and other groups.	• Preventive strategies (i.e., teaching of pro-social skills, establishing safe and co-operative classrooms) are incorporated in the classroom to address safety, security, social-emotional characteristics, substance abuse, health, and physical problems. • Classroom teachers periodically make referrals for students who appear to need extra assistance. (These students are usually identified and referred because of their behavior in class.) • Families are informed of school programs and services through informal communication systems. • Community resources and participation are sought occasionally when the need arises.

Rubric III.C: Professionalism and Capacity of the System

Rubric III.C1. Staff

To what extent

- *are the school leadership and staff qualified for their assigned responsibilities?*
- *are the school leadership and staff committed to the school's purpose?*

Component	4	3	2	1
EMPLOYMENT PRACTICES	• Staff (certificated and non-certificated) are hired based on the needs of the school. • All teachers are teaching in their area of certification. Those who are not are given additional support. • All teachers are certified by the Teacher Standards Board.	• Staff (certificated and non-certificated) are hired based on the needs of the school. • Most teachers are teaching in their area of certification. Those who are not are given additional support within the school and assigned to a beginning teacher supervisor or mentor or other teacher with background and expertise in the area.	• Staff (certificated and non-certificated) are hired based on the needs of the school. • Most teachers are teaching in their area of certification. Those who are not are given additional support by the state and district.	• Certificated staff are hired on the basis of teacher-student ratio. Most of the staff are certified in the assigned teaching area. • Most teachers are Class III teachers or teachers who have a teaching credential.
ASSIGNMENT PRACTICES	Assignment practices ensure maximum student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. Equal opportunity policies and practices are routine, pervasive, and consistent.	Assignment practices are related to student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes but are not yet pervasive.	Assignment practices are sometimes linked to student attainment of the Hawai'i Content and Performance Standards.	Assignment practices are based on seniority or past practices.
EVALUATION	• Evaluation of all staff is linked to professional development plans. • Teacher accountability is part of the school's culture. - The culture promotes self-assessment and is self-correcting. - The school employs many strategies which promote team work. • Ongoing informal assessment among the staff is welcomed, promoted and practiced and viewed as opportunities to learn and grow together.	• Evaluation of all staff is linked to professional development plans. • Staff receive ongoing informal evaluation as well as routine evaluation as required by the state. • Staff view monitoring and evaluation as helpful and supportive and as a means of self-improvement. • Collegial and cognitive coaching are viewed positively and are welcomed by teachers. • New teachers are assigned to experienced teachers for support.	• Teacher and staff evaluation are done as required by the state. • Follow-up with staff is used primarily to discuss shortcomings or correct deficiencies. • Feedback occurs at the end of the reporting period.	• Teacher, principal, and staff performance are controlled and inspected. Performance evaluations are used to detect mistakes. - Teacher monitoring is done to meet minimum state and district requirements for teacher and staff evaluation. - Feedback to teachers and other staff is sporadic and completed at the end of the reporting period and often viewed by teachers and staff as threatening.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.C1: Staff

Component	4	3	2	1
STAFF INVOLVEMENT	• All staff members, including non-instructional staff (e.g., custodians, office, and cafeteria workers), are an integral part of the larger school community, support the school purpose, and promote the well-being of students. • All staff (instructional and non-instructional) are viewed as essential members of the school team who all have unique roles in helping all students meet the standards and achieve the schoolwide learner outcomes. • Each member of the school staff views him/herself as a member of a team and recognizes his/her role in the success of the school.	• All staff members support the school purpose and promote the well-being of students. • All staff members feel that they have a role in the success of the school. • Classified staff attend faculty meetings to discuss how the school team can work together to promote student success.	• All staff members make an effort to promote the well-being of students but may be unaware of how they can support the school purpose. • Staff are recognized a part of the school team but only by job title and function. • Input and communication to and from various segments of the staff are accomplished through a hierarchical structure.	• Most staff members generally perform duties as required but are disconnected from the overall purpose of the school. • Input is solicited from the school staff but only as it pertains to their job and title. Little input on student learning is solicited from the non-certificated staff (educational assistants, custodians, clerical staff, cafeteria staff, health aide, etc.).

Rubric III.C2: Professional Development

To what extent does the school leadership and staff engage in ongoing professional development that promotes student achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes?

Component	4	3	2	1
SYSTEMIC AND SYSTEMATIC	The instructional and non-instructional staff is part of a learning community where time and resources are provided for planned, focused, and sustained schoolwide professional development that results in increased student achievement of the schoolwide learner outcomes and standards. • The instructional staff continually updates pedagogical skills, interactive learning strategies and environments, alternative assessments, and instructional technologies to ensure the development of consistent processes and common language. • The instructional staff visits other classrooms and participates in study and work groups that have a student focus. The staff collaborate and try innovative ideas and researched practices and serve as coaches, mentors, co-teachers, and curriculum leaders. • The non-instructional staff collaborate within and outside the schools to share ideas and to learn new skills and strategies to support student learning at the school.	A long-range staff development plan is an integral pat of school improvement. Time and resources are provided for the entire staff to plan, interact, and evaluate schoolwide, grade level, team, or department learning opportunities that result in increased student achievement. • Comprehensive, long-range professional development and planning are conducted by grade levels, teams, or departments and by classified staff. Follow-up is included to ensure lasting and meaningful growth. • The instructional and non-instructional staff are encouraged to conduct research, visit other classrooms and schools, co-teach, or work in teams and try new ideas that show promise.	While time and resources are provided for professional development, a comprehensive plan that includes a focus, timeline, and follow-up activities is lacking. • Instructional staff members, grade levels, teams, or departments exchange ideas informally. Articulation among and between levels and other schools or programs is incidental. • Individual staff members take the initiative to make visitations and share ideas. • Some staff development is planned for classified staff.	Professional development is based on individual staff members' interests. The results are sporadic and unfocused with little lasting impact. • The staff rarely engages in collaborative planning or professional discourse. • The status quo is maintained with the use of traditional practices and materials. • Staff development for classified staff is virtually non-existent.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.C2. Professional Development

Component	4	3	2	1
SYSTEMIC AND SYSTEMATIC	As an integral part of the SID system, professional development opportunities that promote high expectations for all students, encourage inclusionary instructional practices, and emphasize a supportive learning environment are actively pursued by the school community.	As an integral part of the SID system, professional development opportunities that promote high expectations for all students, encourage inclusionary instructional practices, and emphasize a supportive learning environment are available to interested teachers.	Groups of teachers, grade levels, teams, or departments pursue professional development opportunities which promote high expectations for all students, encourage inclusionary instructional practices, and emphasize a supportive learning environment.	Individual teachers pursue their own professional development plans.
ALIGNED WITH SCHOOL VISION (STANDARDS BASED)	• The staff development plan is made with input by all staff members; a high level of commitment of personnel, time and fiscal resources; and a focus on student achievement of the HCPS and schoolwide learner outcomes. • The principal and school leadership team provide teachers with comprehensive staff development focused on assessment. Evidence of effective instruction and student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes is used to measure the effectiveness of staff development.	• The staff development plan is made with input by most staff members; a moderate level of commitment of personnel, time, and fiscal resources; and a linkage of student achievement and the Hawai'i Content and Performance Standards a • The principal and the school leadership team provide teachers with staff development opportunities which link assessment with Hawai'i Content and Performance Standards and schoolwide learner outcomes.	• Staff development is sometimes linked to helping students achieve the Hawai'i Content and Performance Standards. A plan to link staff development and student achievement is being developed. • Teachers have some staff development opportunities focused on assessment. Individual teachers, grade levels, teams, or departments pursue assessment competence on their own initiative.	• Staff development consists primarily of mandatory and/or introductory training. This training may meet the individual needs of some teachers. • Individual teachers pursue assessment competence on their own initiative.
INDIVIDUAL LEARNING PLANS	All staff members have individual learning plans that address their need to grow professionally. The plans represent systematic ways in which staff members reflect, improve upon, and share their knowledge, skills, and dispositions related to student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	Some staff members make professional growth a priority and spur the school into recognizing the need for individual learning plans. The ways in which the plans can be developed and directly linked to the student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes are actively pursued.	Some staff members make professional growth a priority (e.g., as part of a grade level, team, or department). They share their expertise and pursue professional growth opportunities related to their own interests.	Professional growth is dependent upon the initiative of individual staff members. However, they have few opportunities available which allow them to share, extend, or refine their learning.

* Non-instructional staff includes parents, community members, classified staff, support staff, etc.

Rubric III.D: Coordinated Team Work

Rubric III.D1. Leadership

To what extent…

- *does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the standards and the schoolwide learner outcomes*
- *does the school leadership empower the staff and students?*
- *does the school leadership encourage commitment, participation and shared accountability for student learning?*

Component	4	3	2	1
PRINCIPAL AS LEADER	The principal is the school leader who effectively organizes and facilitates the school leadership team that includes teachers, other staff members, students, and community members. The leadership team works to implement policies, shape and promote the culture of the school, celebrate progress, and make sound decisions and resource allocations to support the attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	The principal is the school leader who works with the school leadership team that includes a recognized group of teachers and staff members. The leadership team works to implement policies, promote the culture of the school, and make decisions and resource allocations to support the attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	The principal is the school leader who works with a leadership team composed of several selected teachers to implement policies and make decisions to support the attainment of the Hawai'i Content and Performance Standards.	The principal functions autonomously as the school leader. S/he implements policies and makes decisions to support her/his value and priorities.
LEADERSHIP PRACTICES	Standard operational practices, decision-making processes, and established procedures for internal communication and conflict resolution are clearly written, agreed upon, understood, and practiced by the principal and the school leadership team and are shared with all stakeholders.	Standard operational practices, decision-making processes, and established procedures for internal communication and conflict resolution are understood and practiced by the principal and most members of the school leadership team and are shared with some stakeholders.	Standard operational practices and decision-making processes are understood by some selected teachers and shared as requested.	Standard operational practices and decision-making processes are determined and administered by the principal who articulates them as requested or necessitated by mandates.
CURRICULUM LEADERSHIP	The principal provides curriculum leadership by collaboratively developing and practicing the school's vision, mission, and focus for student learning. The principal empowers strong, committed curriculum leaders to realize the school purpose and is a positive role model (as a lifelong learner).	The principal provides curriculum leadership by collaboratively developing the school's vision, mission, and focus for student learning and by supporting curriculum leaders to realize the school purpose.	The principal provides curriculum leadership by encouraging selected teachers to carry out the school's vision of student learning and achievement.	The principal provides curriculum leadership by directing faculty members to carry out his/her values and expectations.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.D1. Leadership

Component	4	3	2	1
CAPACITY BUILDING	The principal encourages and develops leadership capacity among members of the school community to support the Hawai'i Content and Performance Standards and schoolwide learner outcomes. Ideas, innovations, and input from all stakeholders are actively sought, highly valued, and strongly considered in the decision-making process. Mutual respect is highly evident among all role group members.	The principal encourages leadership capacity among recognized leaders and those who actively support the Hawai'i Content and Performance Standards and schoolwide learner outcomes. Ideas, innovations, and input from most stakeholders are sought and considered in the decision-making process.	The principal encourages leadership capacity among selected, trusted staff members who support his/her interpretation and understanding of student learning. Ideas, innovations, and input from selected stakeholders are sought as necessary.	The principal supports and implements student learning as s/he sees fit. Ideas and input are sought as needed.
EVALUATION AND ACCOUNTABILITY	Effective monitoring and systematic evaluation procedures are in place to ensure that progress is being made to address the Hawai'i Content and Performance Standards and schoolwide learner outcomes. Accountability for student learning is shared by everyone.	Monitoring and evaluation occur periodically to insure that progress is being made to address the Hawai'i Content and Performance Standards and schoolwide learner outcomes. Accountability for student learning is shared by the principal and acknowledged school leaders.	Monitoring and evaluation of the school's progress in addressing student achievement or learning expectations occur sporadically. Accountability for student learning is shared by the principal and some teachers.	Monitoring and evaluation occur as necessitated by accreditation or other external mandates. Accountability for student learning is minimal.

Rubric III.D2: Governance: Formal and Informal

To what extent...

- *does the school leadership adopt policies which are consistent with the school's purpose/mission and support the achievement of the standards and the schoolwide learner outcomes?*
- *does the school leadership delegate implementation of these policies to all members of the staff?*
- *does the state, district and school leadership monitor results?*

Component	4	3	2	1
DECISION MAKING	The school's leadership, comprised of members from all role groups (principal, teachers, students, parents, support staff, other community), participate in a formalized governance system that represents and involves all educational stakeholders in the school community. Decisions are made collaboratively and support the implementation of standards-based education and every student achieving the standards.	The school's leadership, comprised of members from all role groups (principal, teachers, students, parents, support staff, other community), participate in a formalized governance system that represents and involves all educational stakeholders in the school community. Decisions are made collaboratively and support the implementation of standards-based education and every student achieving the standards.	The principal serves as the manager of the school and conveys district and school goals and policy to the staff to ensure compliance and that students achieve the standards.	The principal is the decision maker, reacting to school problems and or district/state/federal mandates independently. He/She independently plans for school change, receiving permission or direction from the district and considers recommendations from the school staff at his/her discretion. While working in isolation, he/she delegates tasks to others in the school as the need arises. The principal's primary goal are to have a well-managed, orderly, functioning plant and that students achieve the standards.
LEADERSHIP	The school's leadership is made up of stakeholders from all role groups who work collaboratively together in creating a culture and policy environment and a collective school vision that supports and nurtures the implementation of standards in every classroom for every student.	The school leadership team and the principal communicate regularly with members of the school community, encourages excellence, and makes decisions to support standards-based education.	The principal and a committee of key staff members meet together regularly to advise the principal on matters of curriculum and instruction. The committee promotes the culture, vision, and mission of the school and communicates regularly with faculty, students, staff, and parents. The principal ensures that students receive resources to achieve the standards	The principal gathers ideas and input from other designated leaders (e.g., vice principals, grade level or department chairs, officers of school organizations) within a hierarchical structure that dominates both the leadership and the relationships between teachers and students, who are expected to achieve the standards.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.D2. Governance: Formal and Informal

Component	4	3	2	1
STAKEHOLDER/ COMMUNITY INVOLVEMENT	Ideas, innovation, and input are actively sought and highly valued from all educational stakeholders in the school community. Administrative and educational policies and procedures are systematically reviewed and revised to be consistent with the curricular and instructional needs of every student. The entire school community is actively involved in major decisions and actions related to common goals.	Ideas, innovations, and input from the community are valued and are considered in the review and revision of administrative and educational policies and procedures. The community's input is linked to school goals and schoolwide program improvements.	Ideas, innovations, and input from selected members of the community are accepted and, when necessary, administrative and/or educational policies and procedures are revised.	Ideas from the school community are regularly expressed through special interest groups. Such groups frequently compete with other groups for policy consideration, program needs, and resource allocation.
FOCUS	The school's leadership works collaboratively within the school and with the school community, complex, district, Board of Education, and involves school leaders to ensure that the focus of all decisions support the school's expectation for every student to achieve the standards.	The school leadership team and the principal maintain effective communication within the school and with the school community, complex, district, Board of Education and involves school leaders to facilitate mutual support and commitment to the school's expectation for every student to achieve the standards.	The principal shares the school vision with members of the school community and everyone is encouraged to help students achieve the standards.	The principal's focus is on school improvement and compliance. He/She receives input from school organizations on the school plans to satisfy legal and district requirements including achieving the standards.
SCHOOL IMPROVEMENT (SID)	The school's leadership promotes unity through a systematic and integrated planning process that fosters collaboration, communication, teaming, and uses the Standards Implementation Design system as a guide. Active participation by all educational stakeholders creates a community of learners. The school's leadership ensures all stakeholders know the learning options, resources, and programs that facilitate student achievement of the standards.	The principal meets routinely with the district staff to present its school leadership team plans and needs. The district communicates these needs to the Board. The Standards Implementation Design system is formally acknowledged and supports achievement of the standards.	The principal receives input from a committee on the school plans. The principal meets routinely with the district staff to present its school plans and needs. The district communicates these needs to the Board. The Standards Implementation Design system is informally acknowledged and incidental to district direction.	The principal receives written communication from the district on Board policy and district procedures related to student achievement of the standards. It is developed in isolation from the school community.

Rubric III.D3: Resource Management and Development

To what extent...

- *are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the standards and schoolwide learner outcomes?*
- *do the state and the school execute responsible resources planning for the future?*
- *are assessment results the basis for the allocation and use of resources?*

Component	4	3	2	1
MASTER RESOURCE PLAN	A multi-year master plan is collaboratively developed by all stakeholders and covers all types of resources (e.g., money, instructional materials, equipment, facilities, personnel). The plan reflects the philosophy and purpose of the school and supports the achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	A multi-year plan is developed with some input from faculty and members of the school community and covers various resources (e.g., money, instructional materials, equipment, facilities, personnel). The plan supports the achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	A yearly plan is developed by the principal with limited input from the faculty to address needs related to facilities and materials. The plan is connected to student achievement of the Hawai'i Content and Performance Standards.	Resources are acquired and used as needed.
RESOURCE DEVELOPMENT	The governing authority and school staff are proactive in seeking, understanding, and creatively utilizing available resources (e.g., financial, facilities, community, personnel) to develop partnerships with businesses, teacher education institutions, and unions to create conditions that support the school purpose and the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	The governing authority and school staff seek, have some understanding of, and utilize available resources (e.g., financial, facilities, community, and personnel) to develop partnerships with businesses and teacher education institutions to create conditions that support the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	The principal develops strategies for utilizing internal and external resources with some input from the school staff. Expenditures are connected to the Hawai'i Content and Performance Standards.	The principal develops strategies for utilizing internal resources only.
FINANCIAL MANAGEMENT	All school staff understand funding sources, how funds can be used, and their role in the process. All business and accounting practices are followed and regularly reviewed.	The principal, clerical staff, and some teachers understand funding sources and how funds can be used. Business and accounting practices are followed and reviewed.	The principal, some clerical staff, and a few teachers have an understanding of funding sources and how funds can be used. They work to ensure that business and accounting practices are followed.	The principal and some clerical staff have limited understanding of how funds can be used and work to ensure that business and accounting practices are followed.

Rubric III: Assessing Instructional and Organizational Effectiveness
Rubric III.D: Coordinated Team Work

Rubric III.D3. Resource Management and Development

Component	4	3	2	1
INVOLVEMENT	There is collaborative involvement of all stakeholders in resource planning to ensure that sufficient resources are allocated to support the school purpose and the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	There is collaborative involvement of some stakeholders in resource planning to ensure that sufficient resources are allocated to support the school purpose and the Hawai'i Content and Performance Standards and schoolwide learner outcomes.	Resource planning involves the principal along with some school staff. The plans make the best use of available internal and external resources with some direct connection of resources to the Hawai'i Content and Performance Standards.	Resource planning involves primarily the principal, who makes limited use of available internal and external resources Resources are allocated on an as needed basis.
RESOURCE AVAILABILITY	The physical facilities* are functional and attractive. Resource materials (e.g., textbooks, reference materials, technology) are adequately supplied and maintained, and maximally support the Hawai'i Content and Performance Standards and schoolwide learner outcomes. Sufficient resources are available to acquire, maintain, and nurture a well-qualified staff.	The physical facilities are attractive and reasonably maintained. Resource materials (e.g., textbooks, reference materials, technology) support the Hawai'i Content and Performance Standards and schoolwide learner outcomes. Sufficient resources are available to acquire and maintain a well-qualified staff.	The physical facilities support a reasonable learning environment Resource materials are available but may need to be updated.	The physical facilities are in a poor state of repair. The textbooks are out-of-date and in short supply.

Note: All federal (e.g., EPA), state (e.g., legislative, Hawai'i Occupational Safety and Health—HiOSH, Department of Health—DOH), and city and county laws, standards, mandates, codes and BOE/DOE policies, regulations and program requirements must be met as reflected in the school's safety inspection safety checklist, school inspection program, school safety checklist for regular school year/summer school.

Rubric III.E: Responsiveness of the System

Rubric III.E1. Parent and Community Engagement

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system?

Component	4	3	2	1
POLICIES AND PRACTICES	The school encourages and supports parent and community involvement by: • Having written policies which legitimize and help frame the context for involvement activities (e.g., School-to-Work; Parent and Community Networking Centers; School/ Community-Based Management; accreditation; Parent and Teacher Association; Title I parent involvement). • Employing a partnership approach which includes, for example, joint planning, goal setting, the definition of roles, and the development of the schoolwide learner outcomes. • Providing training for staff, parents, and community members that develop partnering skills. • Providing funds and making available resources needed for activities (e.g., meeting space, communication, and duplication equipment). • Designating people to carry out program efforts or events. • Networking with other school and community programs, outside agencies, and institutions. •	• The school encourages and supports parent and community involvement through programs such as School-to-Work; Parent and Community Networking Centers; School/ Community-Based Management; accreditation; Parent and Teacher Association; Title I parent involvement and other opportunities. • There is evidence that ways in which involvement programs and activities can be made part of a comprehensive approach are being explored. This comprehensive approach endeavors to employ a partnership approach; provide training for staff, parents, and community member; make available funds, resources, and personnel; and network with other school and community programs as well as with outside agencies and institutions.	The school encourages and supports parent and community involvement through programs such as School-to-Work; Parent and Community Networking Centers; School/ Community-Based Management; accreditation; Parent and Teacher Association; Title I parent involvement and other opportunities. The degree to which these efforts employ a partnership approach; provide training for staff, parents, and community members; make available funds, resources, and personnel; and network with outside agencies and institutions is due to the initiative of individuals or small groups.	Parents and community members are invited to participate in school activities to meet program or other requirements. Their input in planning and decision-making is primarily for compliance purposes.

Rubric III.E1. Parent and Community Engagement

Component	4	3	2	1
SUPPORT	The school has in place a comprehensive system which supports parents in their efforts to fulfill their basic obligations to their children through a variety of programs or activities which: • Attend to student health and safety issues. • Prepare students for school. • Provide for the continual supervision, discipline, and guidance of students at each age level. • Promote positive home conditions that support student learning.	The school has in place a variety of programs or activities which support parents in their efforts to fulfill their basic obligations to their children. These programs and activities aim to: • Attend to student health and safety issues. • Prepare students for school. • Provide for the continual supervision, discipline, and guidance of students at each age level. • Promote positive home conditions that support student learning.	The school supports parents in their efforts to fulfill their basic obligations to their children based upon the initiative of individuals or small groups.	The school supports parents in their efforts to fulfill their basic obligations to their children on an as-needed basis or in response to crises.
COMMUNICATION	The school has institutionalized a communication network that serves the parent/school community on a regular and continuous basis and in languages other than English when necessary. Parents and community members are kept up-to-date about student and school activities through a variety of modes (e.g., newsletters, phone calls, internet, coffee hours) and feel comfortable coming to school, sharing ideas, and voicing concerns. School staff welcome input and use it to fashion relevant learning opportunities for students.	The school communicates with the parent/school community on a regular basis. Parents and community members are kept up-to-date about student and school activities and feel comfortable coming to school, sharing ideas, and voicing concerns. Ways in which communication efforts can contribute to student learning are being considered.	The school communicates with the parent/school community on a regular basis as required. Parents and community members are kept up-to-date due to the initiative of individuals, grade levels, teams, or departments.	The school communicates with parents and community members as required or in response to a crisis.

Rubric III.E2: Public Responsibility and Accountability

To what extent...

- *does the school leadership and staff regularly assess student progress toward accomplishing the standards and the schoolwide learner outcomes?*
- *does the school leadership and staff report student progress to the rest of the school community and the public on a regular basis?*

Component	4	3	2	1
PURPOSE	The school informs all stakeholders of student progress and provides understandable accurate, and continuous communication using languages other than English if necessary. Reports: (1) detail students' social, emotional, and academic growth; (2) present opportunities to plan for and direct future learning opportunities; (3) chronicle students' learning styles, strengths, and areas for growth; and (4) elicit feedback from the school community for school improvement.	The school has taken steps towards providing understandable, accurate, and continuous communication with parents and students aimed at helping students learn. Attempts are made to establish a reporting system that: (1) details students' growth, (2) presents opportunities to plan for and direct future learning opportunities, (3) chronicles students' strengths and areas for growth, and (4) elicits feedback from parents and students.	Some teachers, grade levels, teams, or departments report information to parents about students' academic growth, future learning opportunities, and strengths and weaknesses. Parents and students are given opportunities to provide input or feedback.	The school's primary purpose of reporting is to disseminate student grades as required. Reports give few details about student growth, are rarely used to direct future learning opportunities, and focus on grades and deficiencies. Parents have little opportunity to provide input or feedback.
REPORTING MODES	A variety of reporting modes (e.g., web pages, parent/teacher hotline, newsletters, performances, demonstrations) are utilized to publicize information to ensure that the school community understands student progress towards achieving the Hawai'i Content and Performance Standards and schoolwide learner outcomes. New technologies are expanding the array of available reporting modes.	A variety of reporting modes are sometimes utilized to publicize information to ensure that the school community understands student progress toward achieving the Hawai'i Content and Performance Standards and schoolwide learner outcomes. Ways in which new technologies can be used are being explored.	Reporting modes are limited but are expanding slowly due to the initiative of individual teachers, grade levels, teams, or departments.	The primary reporting mode is the report card. Phone calls are made and letters sent home when necessary, and parent meetings are held as required.

Rubric III.E2. Public Responsibility and Accountability

Component	4	3	2	1
REPORTING INFORMATION	Frequent and comprehensive reports are an integral part of the teaching-learning process and are used to inform the school community about what students should know, do, and care about. Reports: • Provide a clear distinction among and description of the different assessments of student achievement and performance (e.g., Hawai'i Content and Performance Standards, schoolwide learner outcomes, standardized tests, teacher-made tests). • Sum up data about student progress toward standards and growth in relation to teacher, student, and/or parent expectations. • Identify strengths and areas for growth in the topics, skills, and understandings that make up a subject. • Provide an accurate distinction between the quality of students' work and degree of difficulty through anchor papers, performance samples, rubrics, etc. • Chart achievement toward exit-level standards. • Contain an evaluation of the student's skills, knowledge, attitudes, and dispositions (e.g., persistence, attention to detail, ability to work as part of a team).	Recognizing the need for reporting to be frequent and comprehensive, the school is developing a plan that emphasizes the need for reports to: • Provide descriptions of the different assessments of student achievement and performance. • Sum up data about student progress toward standards and growth in relation to teacher, student, and/or parent expectations. • Identify strengths and areas for growth in the topics, skills, and understandings that make up a subject. • Provide a distinction between the quality of students' work and degree of difficulty. • Chart achievement toward exit-level standards. • Contain an evaluation of the student's habits of mind and work.	Individual teachers, grade levels, teams, or departments may inform parents about: • Different assessments of student achievement and performance. • Student progress toward standards. • Strengths and weaknesses in the topics, skills, and understandings that make up a subject. • Achievement toward exit-level standards. • Evaluation of the student's work.	Reports generally emphasize a single score or grade and provide little information which would help parents understand student achievement.

Rubric III.F: Focused and Sustained Action

Rubric III.F1. Vision, School Purpose (Mission), and Beliefs

To what extent...

- *has the school established a clear statement of vision and purpose based upon its beliefs, student/community profile, and current educational research?*
- *is the vision and purpose further defined by standards and schoolwide general learning outcomes that form the basis of the education program for every student?*

Component	4	3	2	1
DEVELOPMENT & CLARIFICATION	There are clearly written statements of the school's vision and purpose (mission) that are practiced systematically throughout the school. The school purpose guides and permeates all decisions and actions.	There are written statements of the school's vision and purpose(mission) that are practiced by most school staff. The school purpose guides decisions and actions.	There are written statements of the school's vision and purpose(mission) that are beginning to be practiced. They are considered in planning and decision making.	There are written statements of the school's vision and purpose(mission). The statement of purpose is developed informally.
BASIS	The purpose is based on state and national standards, local needs, state, district, and/or school initiatives, and current research. The statement of purpose is: (1) the reflection of the beliefs and philosophy of the state, district, and/or school community; (2) the basis for defining the school program and making all decisions; and (3) aligned with the school's vision and beliefs. The schoolwide learner outcomes are a translation of the school purpose.	The purpose is based on state and district initiatives (e.g., HCPS, STW, Title I, SCANS, literacy) and research. The statement of purpose is: (1) the reflection of most of the beliefs and philosophy of the state, district, and/or school; (2) for the most part, the basis for defining the school program and making decisions; and (3) aligned with the school's vision and beliefs. The schoolwide learner outcomes are a translation of the school purpose.	The purpose is based on the educational expectations of parents, faculty, and colleges. It reflects the Hawai'i Content and Performance Standards and the beliefs and philosophy of the DOE, and is considered when defining the school program and in some decision making.	The purpose is based on past practices in class management, curriculum coverage, and student performance as indicated by grades and test scores. It reflects some of the beliefs and philosophy of the Department of Education (DOE), but is rarely considered when defining the school program and is rarely the primary focus of decision making.
INVOLVEMENT	All stakeholders participate in the development of and reach consensus on the school's vision and purpose.	The school's vision and purpose are developed by the principal with some input from faculty and the school community.	The school's vision and purpose are developed by the principal with limited input from the faculty.	The school's vision and purpose statements are developed by the principal.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III.F1. Vision, School Purpose (Mission), and Beliefs

Component	4	3	2	1
REVIEW	The purpose is regularly reviewed for alignment with the school's vision and schoolwide learner outcomes. Major projects and programs are aligned with the school purpose.	The purpose is reviewed annually as part of the school improvement process.	The purpose is reviewed whenever it is needed for grants, accreditation, or revision or as required.	The purpose is reviewed as required.
COMMUNICATION	There is a clear and systematic network of communication of the school's vision, purpose and schoolwide learner outcomes within the school community.	There is a clear, two-way system of communication of the school's vision, purpose and schoolwide learner outcomes at critical points.	There is a one-way system of communication with some opportunities for input on the school's vision and purpose.	There is limited information available to stakeholders about the school's vision and purpose.

Rubric III.F2: Continuous Improvement Process

To what extent...

- *does the school leadership guide the school in setting directions and in developing and implementing and sustaining a continuous improvement process that focuses on student's achievement of the standards and the schoolwide learner outcomes?*
- *does the school leadership facilitate continuous school improvement which is driven by a standards implementation design action plan that promotes the achievement of the standards and schoolwide learner outcomes for all students?*
- *does the school leadership effectively guide the work of the school?*
- *does the school leadership provide for the accountability through monitoring of the standards implementation design process and action plan?*

Component	4	3	2	1
INVOLVEMENT AND FOCUS	The school improvement process, embodied in the Standards Implementation Design system, is based on data collection and collaborative analyses by representatives of all role groups in the school community with a direct focus on the Hawai'i Content and Performance Standards, schoolwide learner outcomes, SCANS competencies, technology, literacy, etc.	The school improvement process is based on data collection and analyses by representatives of some role groups with a partial focus on the Hawai'i Content and Performance Standards, schoolwide learner outcomes, SCANS competencies, technology, literacy, etc.	The school improvement process is based on data collection and analyses by the principal and a few staff members with a focus on student achievement of the Hawai'i Content and Performance Standards.	The school improvement process is based on the principal's interpretation and analyses of data.
IMPLEMENTATION	The leadership and instructional staff, in cooperation with the rest of the school community, plan, organize, manage, support, and are accountable for a systematic, institutionalized improvement process that has broad-based participation and commitment. The process is clear, open to all, and regularly communicated to the entire school community.	The leadership and instructional staff plan, organize, manage, support, and are accountable for a school improvement process that has school community participation and commitment. The process is clear, open, and communicated.	The principal, and selected staff members plan, organize, manage, and support the school improvement process that is communicated to a few segments of the school community .	The principal plans, organizes, manages, and supports the school improvement process that s/he develops and submits as required.
ASSESSMENT, MONITORING, AND EVALUATION	The school improvement process effectively guides the progress of the school through ongoing and systematic assessment, monitoring, and evaluation of student achievement.	The school improvement process guides the progress of the school through periodic assessment, monitoring, and evaluation.	Assessment, monitoring, and evaluation occur when reports are due, when an issue is surfaced, or when a problem arises.	Evaluation occurs when reports are requested by district, state, or other agencies or for accreditation.

Rubric III.F2. Continuous Improvement Process

Component	4	3	2	1
RESEARCH	Members of the school community keep abreast of school improvement research and actively work together to apply new findings to continuous school improvement efforts.	Some members of the school community share school improvement research with those interested and apply findings to the school improvement process.	Current research is acknowledged and used on a limited basis.	Research is minimally acknowledged or applied.

Rubric IV: Assessing the Standards Implementation Action Plan

Action Plan Component	4	3	2	1
Standards-based student outcome goal and annual goals and benchmarks	• The identified target area(s) is clearly focused on important, high priority HCPS and schoolwide learner outcomes. They clearly challenge all students to high expectations.	• The target area(s) focus on important student outcomes. However, they may not clearly challenge all students.	• Goals/targets are identified but are not expressed as student outcomes, and are not high priority. Minimal data collection is identified in the plan.	• Goals/targets are vague and/or too general and are not expressed in terms of student outcomes. They may also not be high priority. No data collection is identified in the plan.
Rationale — Why the goal was chosen	• The rationale for choosing the goal(s) or targets is data driven (based on an analysis of data). • The rationale ties the goal(s) or target(s) for change directly to the HCPS and schoolwide learner outcomes.	• The rationale for choosing the goal(s) or targets is data driven. • The rationale ties the goal(s) or target(s) for change directly to needs identified but does not make a connection to the HCPS and schoolwide learner outcomes.	• The rationale for choosing the goal(s) or targets is based on a needs assessment. However, the assessment is not comprehensive and does not look at the all aspects of schooling. • The rationale is not connected to the HCPS and schoolwide learner outcomes.	• The rationale for choosing the goal(s) or targets is not data driven. • The rationale is not connected to the HCPS and schoolwide learner outcomes.
What to change or implement — Long-range actions of change or implementation that are student-focused, data driven, and research-based	• Strategies selected are research-based, reflect best practices, and are aligned with the target areas/goals. • Strategies and/or specific actions address the needs of all students. • Professional development is clearly aligned with student outcomes and the plan focuses on strategies which best result in high student achievement.	• Strategies are connected to each goal or target area but are not clearly connected to best practices or current research. • Strategies and/or specific actions tend to address the needs of students who are achieving or students who need extra assistance. • A professional development plan exists but it is not clearly aligned with student outcomes. The plan focuses on the strategies.	• Strategies are not clearly aligned with each goal or target area and are not connected to research or best practice. • Strategies and/or specific actions address the needs of specific groups of students such as high achievers or students who are at-risk, but not all students. • A professional development plan exists but there is no evidence of alignment with academic outcomes. The plan focuses on activities rather than strategies. A "cafeteria" approach to professional development is often used, in which staff pick and choose what they want to undertake.	• Strategies do not align with the goal or target area and are not supported by research and best practice. • Strategies and/or specific actions are generic and do not address the needs of any specific group of students. • There is no professional development plan.

Rubric IV: Assessing the Standards Implementation Action Plan

Action Plan Component	4	3	2	1
Enabling activities—Specific actions that lead to desired change or implementation and ultimate achievement of goals and benchmarks	• Enabling activities are selected based on best practice and research. • A formal process is in place using criteria to determine which activities would make the greatest impact on student achievement of the HCPS and schoolwide learner outcomes. • Selection of strategies or specific activities are prioritized collaboratively by all stakeholders.	• Enabling activities are selected based on best practice and research. • An informal process is in place using criteria to determine which activities would make the greatest impact on student achievement of the HCPS and schoolwide learner outcomes. • Selection of strategies are prioritized by the leadership team or a committee.	• Enabling activities are selected based on hearsay and what works in other schools. • There is no process in place to determine which activities would make the greatest impact on student achievement of the HCPS and schoolwide learner outcomes.	• Enabling activities are selected based by administration or who has the loudest voice. • The process used to determine strategies or activities needed to address a target area is based on individual or department needs and not on student needs.
How to change or implement: Professional Development—Training for all instructional and support staff to help students achieve targets or goals	• Professional development is systemic, ongoing, and directly tied to support student achievement of the HCPS and schoolwide learner outcomes. • A process is in place for selecting staff development activities and the criteria used are based on student learning. • Professional development is directly tied to the specific target or strategy identified.	• Professional development is systemic, ongoing, and directly tied to support student achievement of the HCPS and schoolwide learner outcomes. • A process is in place for selecting staff development activities and the criteria used are based on student learning. • Professional development is directly tied to the specific target or strategy identified.	• Decisions about staff development activities are not based on any specific criteria. • Professional development is offered based on requests and interests.	• Professional development is sporadic and decided by a few individuals or offered when something or someone is available. • Decisions for staff development activities are not based on student achievement of the HCPS and schoolwide learner outcomes.
How to change or implement: Resources—Coordination and acquisition of resources	• The plan identifies multiple resources from a variety of sources to achieve the goal or target. • The plan coordinates existing resources at the school to maximize the use of resources.	• The plan identifies some resources from a limited range of sources to achieve the goal or target. • The plan coordinates most of the existing resources at the school to maximize the use of resources.	• The plan identifies some of the resources, has a common mission, and has little or no evidence of the use of multiple resources to achieve the goal/target. • The plan does not coordinate existing resources at the school.	• The plan does not identify multiple resources, does not have a common mission with other school initiatives, and has no evidence of the use of multiple resources to achieve a common goal or target. • The plan does not coordinate existing resources at the school.

Rubric IV: Assessing the Standards Implementation Action Plan

Action Plan Component	4	3	2	1
How to change or implement: Assessment—Extent to which goals and objectives have been achieved. Includes measurable qualitative and quantitative data	• Measurable growth targets or benchmarks are clearly identified. • The school has an effective process for collecting and analyzing student achievement data and other indicators of success. • Student learning is assessed appropriately and in a timely manner.	• Growth targets or benchmarks are clearly identified. • The school has a process for collecting and analyzing student achievement data and other indicators of success. • Student learning is assessed; some schoolwide data is available.	• Growth targets or benchmarks are not clearly identified. • The school collects and analyzes student achievement data and other indicators of success, but not consistently. • Student learning is not assessed schoolwide; data is not used to inform instruction and collection is not timely.	• Growth targets or benchmarks are not systematically identified. • Student achievement data and other indicators of success are collected only sporadically, if at all. • Student learning is not assessed consistently in all classrooms.
How to change or implement: Person Taking the Lead—Identification of a person(s) responsible for coordinating and ensuring implementation of the action(s)	• An individual or group is clearly identified as taking the lead role. • Roles and responsibilities are clear. There is someone identified to answer questions and concerns.	• Many individuals or groups are identified as taking the lead. • Roles and responsibilities are not clear. There is some confusion regarding who to check with in case of concerns.	• The lead person named does some of the reporting or writing of the plan, but does not truly lead or coordinate efforts. Responsibilities for implementation and accountability are therefore not clear.	• No one is assigned as the lead person. • The administration takes the lead for all activities.
How to change or implement: Timeline—Specific timeframe in which activities will start and end	• The timeline is specific, realistic, and doable.	• The timeline is specific and doable in most cases; however it is overly-ambitious and unrealistic in parts.	• The timeline is not specific in several areas. • The timeline is overly-ambitious and unrealistic in parts.	• The timeline is not specific. Words such as "ongoing" and "continuous" are often used.
Annual evaluation/progress report	• Goals and strategies are supported by an implementation plan that includes a design for data collection and evaluation which assures periodic assessment of student performance.	• Goals and strategies are supported by an implementation plan, but the design for data collection and evaluation does not assure periodic measurement of student performance.	• Goals and strategies are not supported by the development of an implementation plan or periodic data collection.	• There is no evidence of an implementation plan or periodic data collection.

Rubric IV: Assessing the Standards Implementation Action Plan

Action Plan Component	4	3	2	1
Follow-up; monitoring	• A self-monitoring strategy is in place to assure that the implementation is carried out in a timely and effective manner. • There is both formative and summative evaluation. • A committee has been identified to conduct periodic peer review or monitoring.	• Plans are made for self-monitoring, but the plans may not be complete or coherent. • There is some formative evaluation; but the evaluation is largely summative in nature. • Key persons have been charged with peer review or monitoring, but a schedule may not have been set.	• There may be only an informal plan for self-monitoring. • The plans do not call for a continuous cycle of evaluation. • Only a few key persons have been charged with follow-up and monitoring.	• There is no plan for self-monitoring. • The school follows through on recommendations only when necessary. • Most believe that only the administration is responsible for follow through.

VI: Appendix

Sample Standards Implementation Action Plans

1. School-Level Sample
2. Department or Grade Level Sample

Sample School Level Standards Implementation Action Plan

School: *Aloha High and Elementary* **School Years:** *2000-01, 2001-02, 2002-03* **Date:** *April 30, 2001*

Standards-Based Student Outcome Goal(s) #1

Students will demonstrate effective use of critical thinking and problem solving skills

Annual Goals and Benchmarks

Year 1: at least 60% of the students will demonstrate problem solving skills at the proficient level on the schoolwide performance-based assessment system

Year 2: at least 75% of the students will demonstrate problem solving skills at the proficient level on the schoolwide performance-based assessment system

Year 3: at least 90% of the students will demonstrate problem solving skills at the proficient level on the schoolwide performance-based assessment system

Rationale

The school profile indicates that over 50% of the students did not "meet standards" on measures of critical thinking, reasoning and problem solving on the Hawaii Assessment Program (HAP) in Spring 2000. The school profile also shows that different target groups of students need differentiated learning accommodations to help them meet or exceed standards. A school complex survey of teachers, students, parents, community/business partners shows that the students need to be proficient at applying critical thinking and problem solving skills, especially in applied learning situations that are standards-based.

What to change or to implement	Enabling activities	How to change or to implement				
		Professional Development	Resources (human, money, time, facilities)	Assessment (evidence)	Person(s) taking the lead	Timeline
Standards-based Learning • Create instructional strategies to promote use and application of higher level of thinking skills across the curriculum • Change school assessments to include performance based measures	• Develop integrated standards-based instructional units • Select a schoolwide performance-based assessment system	• Provide training in how to develop integrated standards-based units • Train faculty in assessment literacy	Reallocating existing resources: • $2,500 per yr for subs • $1,500 @yr for stipends • $2,000 @yr consultant fees Acquiring new resources: • $3,000 materials for classrooms • $15,000 expand computers	• Show increase in proficient rating in the "critical thinking" domain of the Work Sampling System • Show increase in proficient rating on culminating unit activities • Show increase in the proficient rating on school developed rubrics	• Grade level chairpersons, principal • Assessment committee chairperson, grade level reps, and principal • SCBM budget committee chairperson	• All actions are for period July 2000 to June 2003 • All actions will be evaluated periodically and at least annually, using the "Annual Evaluation/Progress Report"
Quality Student Support • Design instructional strategies and applied learning activities that accommodate learning needs of all students • Develop a student data base that includes achievement data & other information, disaggregated & accessible to teachers for planing & instruction	• Develop integrated standards-based lessons with accommodative strategies • Develop a school-based disaggregated data management system	• Participate in district's Summer Symposium- "Designing Standards-Based, Accommodative Units of Study" • Provide training in coordinated service planning & management • Provide training in using disaggregated data	Reallocating existing resources • $5,000 consultant fee to develop a disaggregated data system	• Show increase in the proficient rating for students identified as qualifying for free/reduced lunch, ESL and/or special education	• Special education and ESL department chairpersons and school counselor	

School: *Aloha High and Elementary* **School Years:** *2000-01, 2001-02, 2002-03* **Date:** *April 30, 2001*

What to change or to implement	Enabling activities	How to change or to implement				
		Professional Development	Resources (human, money, time, facilities)	Assessment (evidence)	Person(s) taking the lead	Timeline
Coordinated Team Work • Coordinate staff schedules, money, time & services, to create extended learning time and opportunities for all students to meet or exceed standards	• Provide extended learning time before and after school, including summer school	• Provide training in blending state, federal and other funds	• $15,000 annually for extended learning	• Show increase in the number of students demonstrating proficient category rating as a result of having learning extended	• Principal and counselor	
Responsiveness of the System • Change home/school/ community communications	• Develop a school website • Translate materials and rubrics in other languages for parents	• Include parents and community in standards-based workshops	• $3,000 for website and materials to increase home/school communications	• Show increase in ratings of satisfaction from family and community survey	• Principal and Parent Involver	
Evaluation/Continuous Improvement • Create an evaluation and continuous improvement system	• Identify & validate annual evaluation measures for process & outcomes	• Provide training in evaluation strategies	• $5,000 for consultant and implementation		• Principal and SCBM chairperson	

Sample Grade/Department Level Standards Implementation Action Plan

School: *Aloha High and Elementary* **School Years:** *2000-01, 2001-02, 2002-03* **Date:** *April 30, 2001*

Standards-Based Student Outcome Goal(s)

Students will demonstrate effective use of critical thinking and problem solving skills

Annual Goals and Benchmarks

Year 1 at least 60% of the students in grade___ will demonstrate problem solving skills at the proficient level on the schoolwide performance-based assessment system

Year 2 at least 75% of the students in grade___ will demonstrate problem solving skills at the proficient level on the schoolwide performance-based assessment system

Year 3 at least 90% of the students in grade___ will demonstrate problem solving skills at the proficient level on the schoolwide performance-based assessment system

Rationale

The school profile indicates that over 50% of the students did not "meet standards" on measures of critical thinking, reasoning and problem solving on the Hawaii Assessment Program (HAP) in Spring 2000. The school profile also shows that different target groups of students need differentiated learning accommodations to help them meet or exceed standards. A school complex survey of teachers, students, parents, community/business partners shows that the students need to be proficient at applying critical thinking and problem solving skills, especially in applied learning situations that are standards-based.

What to change or to implement	Enabling activities	How to change or to implement				
		Professional Development	Resources (Human, money, time, facilities)	Assessment (evidence)	Person(s) taking the lead	Timeline
Standards-based Learning, Quality Student Support and Coordinated Team Work •Develop integrated standards-based instructional units with accommodative strategies • Align instructional units with assessment strategies & bench-marks for student achievement •Develop disaggregated data management system to inform instruction and to evaluate progress • Provide extended learning opportunities	• Identify HCPS content standards and benchmarks to integrate and cluster • Incorporate technology • Identify and use accommodative strategies • Coordinate grade level integrated standards-based units & accommodative strategies • Use criterion referenced measures of student proficiency (eg. WSS) • Identify students for extended learning projects using disaggregated data	• Provide training & time for clustering content standards & benchmarks; and for developing & using integrated standards-based instructional units with accommodative strategies • Provide opportunities to visit other classes & schools • Provide more grade level articulation & networking time • Improve classroom assessment literacy	Reallocating existing resources: • Identify substitute, stipend, consultation costs & time needed to conduct the professional development activities required • Secure SCBM waivers to provide extended learning time and staff training Acquiring new resources: •$3,000 per grade level for materials to do integrated standards-based lessons	• Show increase in proficient rating in the "critical thinking" domain of the Work Sampling System • Show increase in the proficient rating on culminating unit activities (eg. websites, video productions, etc) • Show increase in the proficient rating on school developed rubrics • Show increase in the proficient rating for students identified as qualifying for free & reduced lunch, ESL and/or special education	• Grade level chairperson, including counselor, special education & ESL reps • Grade level reps on the schoolwide assessment, disaggregated data, & accommodative strategy committees • Principal and SCBM chairperson	• All actions are for period July 2000 to June 2003 • All actions will be evaluated at regular meetings, cross-grade level meetings, and at least annually using the schoolwide Annual Evaluation/ Progress Report • Complete one integrated unit by the end of each quarter starting the second semester of SY 2000-2001